ALI 245: Academic and Professional Writing Skills III
Two Units

Class Time: M/ W 2:00-3:20

Location: THH 209

Instructor: Richard Jones
Office: Royal Street Parking Structure 106
Office Hours: T/Th 2:00-3:00 and by appointment
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Course Description
This course has been designed to give you the academic writing skills needed to succeed at an American university and be prepared for the academic and professional world. Readings and assignments are designed to apply principles of style and clarity in writing. The course will also cover specific language issues (i.e., grammatical correctness) and focus on developing cohesion and coherence in form and concision of message.

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, and may also serve as a vital tool in your future academic and professional success. USC graduate students are therefore expected to demonstrate proficiency in English at all levels of graduate study."[1]

Learning Objectives
This course aims to prepare students for professional writing experiences. By the end of the course, you should be able to:
-   Understand and apply various stylistic principles in academic writing.
-   Compose grammatically correct passages with clarity of form.
-   Practice analysis in written form through synthesis of academic papers and other materials.
-   Write an original academic research paper in your field of studies.
-   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 conventions for grammar, spelling, and punctuation.
-   Learn strategies to avoid plagiarism and other forms of academic dishonesty.

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[1] Proficiency in English. USC Graduate Admissions: International Students. Retrieved on Jan. 10, 2014, from http://www.usc.edu/admission/graduate/international/english.html

Course Materials

Required:

Exploring Options in Academic Writing: Effective Vocabulary and Grammar Use
Jan Frodesen & Margi Wald
University of Michigan Press

The digital version of this text can be purchased online at the link provided on Brightspace.

Further course Materials will be posted on ARES on Brightspace

In addition to the textbook chapters required for the course, handouts and links to selected websites will be uploaded to USC Brightspace for course assignments and readings. You will find these under "Course Content". During the course, you will also be required to find academic journals that specifically address issues related to your Final Research Paper.

Laptops/Brightspace Access
Students must have access to a laptop computer or other writing platform in which they can access Brightspace. Below are links to USC Technical Support.
USC Computing Center Laptop Loaner Program
Zoom information for students,
Brightspace help for students,
Software available to USC Campus.

Required Readings and Supplementary Materials
All required and supplemental material will be posted on Brightspace.

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 due to illness or an emergency, keep in mind that you are responsible to master all information presented during your absence. Do not ask the instructor to repeat important information - identify a classmate who can help you.

More than six 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. (Athletes, please note that a written excuse for absence due to competitions must be filed with the ALI Student Advisor.)

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 both prepare for class and practice material covered during class time. 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 on each assignment. 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.

Assignments	Percentage of Total Grade
Selected Writing Assignments	50%

Midterm Assignment	20%
Final Research Paper	30%

Course Assignments & Exams
This course focuses on writing skills. Most assignments will involve writing or revising. The course may also include in-class writing tests.

Writing Assignments
Graded writing assignments will be assigned at the discretion of the instructor and may include the following: Summary and Synthesis, Technical Reports, Surveys, Literature Review, Annotated Bibliography, and Critical Reviews.

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 the experience of writing a paper as an academic researcher. This project requires demonstration of a number of distinct academic writing skills (which we will cover in the course of the semester) in both creation and presentation of your paper. You may choose to conduct original research by forming focus groups, conducting qualitative interviews, or reviewing secondary research on your topic.

Please note that 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.

Requirements for Final Project

The Final Research Project will consist of three sections of a Research paper on a chosen topic. In total these sections must:
- Be approximately 1200 words in length (double-spaced) in 12-point font
- Include at least one illustration (e.g., table, graph, chart) with relevant commentary
- Have a minimum of five scholarly sources (preferably peer-reviewed journals)
- Provide documentation of sources using the style in your field (e.g., APA, IEEE)
- Include a "References/Works Cited" page at the end of your essay where you list the sources you used in your paper.

Final projects must be turned in by the due date unless a student has experienced a serious emergency (contact the instructor). Students must submit these assignments to turnitin.com via Brightspace to ensure that the work is not plagiarized.

Course Schedule*

WEEK	TASK	HOMEWORK
1	Diagnostic Course Introduction Summary Writing	Partner Introduction
2	Professional Writing (Bio Statements, Resumes) EOAW Ch 10	Summary Writing Professional Writing

	First consultations begin	
3 (Monday-Labor Day Holiday)	EOAW Ch 10 Consultations continue	Revising resumes and summaries
4	Synthesizing and combining ideas in writing	Rough Draft of Synthesis
5	Paraphrasing and Plagiarism AWGS Ch 1 (ARES)	Second Draft of Synthesis
6	Academic Integrity AWGS Ch 1 (ARES)	Writing a review
7	EOAW Ch 9	Topics for Mid-term Papers
8	Midterm consultations	Midterm Draft 1
9	EOAW Ch 8	Midterm Draft 2
10	EOAW Ch 7 Professional Writing (email)	Thesis Statements/Introduction Final Paper
11	EOAW Ch 6	Data Commentary Final Paper
12	EOAW Ch 3	Conclusion Final Paper
13	Final Papers First Draft/EOAW Ch 4	Revising and Editing
14 Monday class only	Final Papers Second Draft/Final Blog Introduction	
15 Monday class only	Final Papers Due/Final Blog Presentation	

Subject to change at instructor's discretion

Classroom Courtesy
As a courtesy to your classmates and teacher, please make sure that your cell phones are off during class time and refrain from conversation when your teacher or others are talking. Text messaging is distracting; please stay focused on the class activities for maximum benefit. Also, please use English only in the classroom.

Zoom etiquette

- Please test your Zoom connection before class. Connectivity issues are not uncommon, but testing your internet before class begins can help to address some of these problems.

- Please try to appear on Zoom if possible and not connect only via audio. ALI classes are designed to be interactive and you will get much more out of the class if you are able to participate fully.
- When in breakout rooms, try to practice English with your partners. You may be paired with another speaker of your native language, but the ALI class is a chance to immerse yourself in English, so make the most of the opportunity.
- Try not to have other devices on or windows open that will distract you from the class. To emphasize the above again – ALI classes are interactive and we expect you to direct your attention to the instructor and your classmates.

Academic Integrity

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.

Academic dishonesty has a far-reaching impact and is considered a serious offense against the university. Violations will result in a grade penalty, such as a failing grade on the assignment or in the course, and disciplinary action from the university itself, such as suspension or even expulsion.

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.

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment or what information requires citation and/or attribution.

AI and Generative Writing Program use: permitted on *specific assignments*
In this course, I encourage you to use artificial intelligence (AI)-powered programs to help you with assignments that indicate the permitted use of AI. You should also be aware that AI text generation tools may present incorrect information, biased responses, and incomplete analyses; thus they are not 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 and reported to the Office of Academic Integrity. Please review the instructions in each assignment for more details on how and when to use AI Generators for your submissions.

Course Content Distribution and Synchronous Session Recordings Policies

USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment.

Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

Distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relation to the class, whether obtained in class, via email, on the internet, or via any other media. Distributing course material without the instructor's permission will be presumed to be an intentional act to facilitate or enable academic dishonestly and is strictly prohibited. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

Course Evaluations

Course evaluation occurs at the end of the semester university-wide. It is an important review of students' experience in the class.

Statement on University Academic and 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](#).

Student Financial Aid and Satisfactory Academic Progress:
To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the [Financial Aid Office webpage](#) for [undergraduate](#)- and [graduate-level](#) SAP eligibility requirements and the appeals process.

Support Systems:
[*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 consists 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) 740-2500*
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.