



National Taiwan University of Science and Technology

2018 Summer Program

ENG 104 College Writing

Course Outline

“The art of writing is the art of discovering what you believe.”

--Gustave Flaubert (French author, 1821-1880)

Course Code: ENG 104

Instructor: Dr. M. Lee Alexander

Home Institution: William & Mary (Williamsburg, VA; Founded 1693)

Office Hours: By appointment

Email: mlalex@wm.edu

Credit: 4

Class Hours:

According to the regulations of Minister of Education, R.O.C, 18 class hours could be counted as 1 academic credit in all universities in Taiwan. This course will have 72 class hours, including 40 lecture hours, 10 lecturer office hours, 10-hour TA discussion sessions, 2-hour review sessions, and 10-hour extra classes.

Course Description:

Welcome to ENG 104 College Writing! This is a course for students who would like to prepare their academic and scholarly writing to function effectively at the college level, using multiple development types based on rhetorical strategy, and to fit different disciplines



across the college curriculum.

Course Methodology:

We will use a variety of methods to achieve our goals including class lecture and discussion, textbook readings and assignments, analysis of sample texts, free writing, group and pair work, mock quizzes, in-class writing exercises, written assignments, use of audio, video, and online resources, investigation of print and online resources available for academic writers, instructor feedback, and self and peer critique.

Required Texts:

- 1) Graff, Gerald, and Cathy Birkenstein. *They Say, I Say: The Moves that Matter in Academic Writing. With 2016 MLA Updates*. 3rd ed. New York: Norton's, 2016.
- 2) Hacker, Diana. *A Pocket Style Manual, 2016 MLA Update Edition*. 7th ed. Boston: Bedford/St. Martin's, 2016. *(Please note both these texts are in the new edition!)*

Please note that it is *required* for all students to have their own copies of both course texts in these latest editions, and to bring them to class daily. We will use both texts every day, and have reading assignments and exercises assigned from both texts daily as well.

Course Focus:

In addition to the broad focuses described above, in our class we will consider some of the following topics:

- 1) Cultural variation in expository writing expectations.
- 2) Moving beyond the five-paragraph essay.
- 3) Writing for your audience.
- 4) Thesis statement and modified thesis; supporting a claim throughout a work.



- 5) Strategies for selecting methods of development such as argument, counter-argument, classification, comparison, and example.
- 6) Stages of writing: critical thinking, planning, organization; journaling, pre-writing, drafting, reverse outlining, group input, revision.
- 7) Opportunity for assessment of writing skills: finding strengths and areas to improve.
- 8) Opportunity to discuss and workshop writing in small groups and individual conferences.
- 9) Formulating strategies for approaching different types of writing assignments, such as reading responses, research papers, literary analysis, and essay exams.
- 10) Definition of terms and concepts related to the field of academic writing.
- 11) Identifying useful print and online resources for the academic writer's toolbox.
- 12) Critical reading and analysis of sample essays and texts to build writing skills.

Learning Outcomes--By the end of this course, students will be able to:

- 1) Engage in critical thinking and critical reading about subjects in a variety of disciplines in order to improve writing skills
- 2) Become thoroughly familiar with and know how to use a writing style manual to good effect for writing across the curriculum and for self-editing
- 3) Choose the best type of essay development for their rhetorical purposes
- 4) Establish a sound research question and two-step thesis statement reply
- 5) Fully support and handle all documentary evidence, with proper citation
- 6) Fit their argument into the context of the academic and scholarly conversation that is taking place on their subject, and pass the "so-what" factor



- 7) Be confident that they have few ESL or surface errors as they are familiar with and know how to avoid the most common writing errors in English
- 8) Become a strong editor at the developmental, line, and copy edit levels, for their own work and the work of others, and demonstrate a knowledge of online tools for academic writers
- 9) Write always with readers and audience in mind, and begin to become familiar with potential outlets for publication
- 10) Take joy in the multi-stages of writing, since effective writing is a process, and writing *is* revision, and in so doing find the opportunity to build and establish their own authentic, polished, and professional voice

Course Grading and Assessment:

Attendance Policy:

In an intensive session, attendance at all classes and full and on-time participation in all class activities is expected. *In addition to the percents listed below, missing more than two classes lowers overall final course grade regardless of reason for the absence.* Being over five minutes late is considered absent. Also no cellphones or other non-class-related materials of any kind during class. Looking at any non-class related materials in class can lead to being counted absent for the day.

Assignments:

We will write and revise three formal papers for our class, in addition to some shorter assignments. Please see separate handouts for specific individual writing assignment rubrics and assessment criteria.

I. Course Assignments and Requirements

1) Attendance & Participation, Free Writing, and Small Assignments 10%



2) **Ungraded Diagnostic Essay:** Feedback only, no grade on 1st short essay

3) **Letters to the Editor:**

In order to get practice in making and supporting an argument, each member of the class will choose a controversial topic to write in to the “editor” about. The issue may be one of local, national, or international debate. Finally to get practice in counter-argument, students will exchange letters with classmates who will reply as editors or readers who hold a different view. (For best results, have a certain journal, newspaper, or blog in mind so you can have audience awareness as you write. Consider sending it!) **10%**

4) **Essay Exam:**

This “exam” will give you practice in preparing for and taking essay examinations, which is another type of argumentative writing development. **20%**

II. **Written Assignments—Formal Papers**

1) **Paper I--Developments: Cause & Effect or Compare & Contrast 15%**

2) **Paper II: Critical Article Review (Evaluative Development).**

For this paper students will select a recent scholarly or popular article on a subject of interest. They will then analyze the article for argument, form, and content, paying critical attention to the author’s ability to produce and support a thesis. Students will demonstrate their awareness of factors such as structure, credibility, logic, false reasoning, persuasiveness, support, example, style, and bias. **20%**

3) **Paper III: Researched Argument Paper:**

This work is a standard college-level in-depth research paper. You will need to have a bibliographic list of at least five sources cited, and at least five consulted. **25%**

See the **Course Calendar** for daily individual text readings and assignment dates.



Written Work Policy:

Our assignments are due *at the beginning of class*, for self and peer review. All work done outside of class must be typed. Please double-space all work, use uneven right margin, no extra space between paragraphs. Print in clear black ink and use 12 pt. Times New Roman or other serified font. Late work is not accepted, as the purpose is to discuss and workshop our work together in class.

Academic Honesty Policy:

Plagiarism is using the ideas and words of others without giving full and proper credit. The use of partial or otherwise incomplete sources is also considered a form of plagiarism. We must be able to find exactly the source in exactly the form you were looking at. So in class we'll focus on how to give proper credit for all supporting ideas to avoid accidental plagiarism. Papers for this course may be turned in to [turnitin.com](https://www.turnitin.com) to make sure it's your own wording. The point is to establish your own unique and authentic strong communicative voice!

Course Topics Overview:

- 1) Critical reading and analysis
- 2) Rhetorical devices and strategies
- 3) Outlining and reverse outlining
- 4) Thesis statement & modified thesis
- 5) Unity and coherence
- 6) Structure and organization
- 7) Transition and connectors
- 8) Style guides and documentation
- 9) Writing across the curriculum
- 10) Culture-bound writing expectations
- 11) ESL advanced writing concerns
- 12) Setting your argument in context
- 13) Strong paragraph development
- 14) Essay development types
- 15) Brainstorming, drafting, & revision
- 16) Evidence and support
- 17) Self and peer review
- 18) Free writing and timed essays
- 19) Strategies for essay exams
- 20) Crafting a compelling argument

Some Final Thoughts About Writing and Revision:

“There is no great writing, only great rewriting.” --Justice Louis Brandeis



(American Supreme Court Justice and social reformer, 1856-1951)

“I hate writing. I love having written.”

--Dorothy Parker (American essayist & poet, 1893-1967)

“What you want is practice, practice, practice. It does not matter what we write . . .
so long as we write continually as well as we can.”

--C. S. Lewis (British author and scholar, 1898-1963)

“I’m not a very good writer, but I’m an excellent rewriter.”

--James A. Michener (American novelist, 1907-1997)

**And now let’s go forth and hone our academic writing skills
to be ready for all future academic and professional endeavors!**

(This syllabus is subject to written & oral amendment.)