

ENG100b 英作文 II

2nd quarter, Sophomore

Instructor	Laura Kobata
Class Style	Seminar
Active Learning	Active Learning Course
Number of Credits	1

Course Description

Composition I-II focuses on the development of persuasive, or argument, writing. Since the argumentative essay is one common type of academic writing required at the university level, students will develop ways to write arguments that are persuasive, logical, and cohesive. During the course, students will complete at least 3 formal multi-draft argument essays, with special attention given to academic writing conventions. For the final two writing assignments, students will be introduced to the APA formatting style, which is often required when submitting a paper in a university course. In addition, students may write other kinds of assignments, such as free writing, summaries of readings, and personal responses. They will maintain portfolios of all their writing. Throughout the course, students will be expected to respond to each other's writing in a peer review process that will be carefully explained.

In addition, *Composition I-II* fosters practices to assist students as they acquire the critical thinking and analytical skills needed to enter the larger discourse on global issues at the university level. To achieve that goal, and since academic writing is generally *reading-based*, or *text-dependent*, *Composition I-I* requires much reading. Reading strategies will be shared with students in such a way that they can increase their abilities to discuss what they read and write in small groups as well as write about what they read.

Course Objectives and Goals

- Improve academic English writing fluency and close reading skills.
- Identify the patterns of organization most suited to the intended argument.
- Demonstrate an awareness of the critical role audience plays in the writing process.
- Learn how to edit for grammatical correctness and clarity of expression.
- Develop critical thinking skills by analyzing written texts from a variety of sources—for example, the textbook, other books, and online and other media.
- Present facts, feelings, and opinions in written and spoken English about global issues.
- Become self-directed in thinking, reading, writing, and revising practices.

Class Materials

Textbook: Johnson, J. (2014). *Global issues, local arguments: readings for writing*. Boston: Pearson.

Evaluation Method

2nd Quarter

60% Multi-draft Academic Essays These Essays will involve you in pre-writing, drafting, peer review, and in-class lessons. The typical length of these papers will range from 800 to 1,200 words.

20% Homework & in-class participation

20% Quizzes (APA citation, Grammar, Reading-based writing quizzes)

Homework Policy

Language learning, particularly of writing and reading skills, requires one to struggle with materials

and doing this requires time outside the language classroom. Therefore, students should consider homework to be an essential part of the course. Students should plan to spend about two hours of preparation for each hour spent in class. Although not all homework assignments receive an individual grade, homework will be considered in the final evaluation, and missing several homework assignments may negatively affect one's final grade.

Class Schedule (subject to change)

Weeks 9,10 & 11: Unit 5: Protecting the Environment
 Unit 6: Merging and Clashing Cultures

Formal Writing Assignment #2

First Draft due: June 19

Second Draft due: June 21

Final Draft due: July 7

Week 12 APA Workshop

Week 13, 14, 15 & 16: Unit 7: Global Netizens
 Unit 8: Defending Human Rights

Formal Writing Assignment #3

First Draft due: July 12

Second Draft due: July 19

Final Draft due: August 2

(End of Quarter 2)

Preparation and Follow-up

- Preparation: Read the relevant portions of the reference materials (about one hour)
- Follow-up: Review the content of the lecture and note any points you are not sure of (about one hour)