

ENGL 550.2: Academic Writing (I)

This course is a writing workshop designed to give students extensive practice in college-level critical reading and writing. Through regular assignments of varying length and complexity, students learn to position themselves within ongoing conversations about issues important to educated readers. This course takes writing not as a means of expressing what one already knows but as a knowledge-making process. Towards that effect, students will engage in processes of invention, critical reading, drafting, revision, and editing. All these activities complete a range of writing tasks—from personal narratives to argumentative essays—that include primary and secondary research. By the end of the course, students will--

- understand the importance of the rhetorical situation—audience, purpose, genre—to the construction of any piece of writing.
- be able to write in several genres, expanding their repertoire beyond predictable forms
- be able to produce a text with a focus, thesis, or controlling idea and recognize the same in others' texts.
- provide appropriate support for claims.
- use conventions of format and structure appropriate to the rhetorical situation, including the ability to create appropriate organizational structures in the absence of models.
- use writing and reading for inquiry, learning, thinking, and communication.
- be able to summarize, respond to, and critique texts.
- be able to find, evaluate, analyze, and synthesize appropriate primary and secondary sources.

Unit 1: [Teaching: 12 hrs] [Grade 20%]

- The Honest Writer
- The Two-Part Secret of Good Writing
- Getting Ideas
- Paragraphs: Ideas and Details in Miniature
- Order from Chaos: Thesis and Outline
- The Draft: That Frenzy and Near Madness
- Revising Drafts: Writing is Revising Writing Style
- **Writing Portfolio # 1**
 - At least 5 paragraphs on separate topics
 - 1 outline of a future essay with a thesis

Unit 2: [Teaching: 10 hrs]; [Grade 20%]

- Description: Making Your Audience See
- Readings: John Berger, "Ways of Seeing" from *Ways of Reading*;
- Edward W. Said, "States" from *Ways of Reading*
- **Writing Portfolio # 2**
 - 1-2 page response Readings
 - 4-5 page descriptive essay

Unit 3: [Teaching: 10 hrs]; [Grade: 20%]

- Narration: Telling Your Audience a Story
- Readings: Richard Rodriguez, "Achievement of Desire," from *Ways of Reading*
- Gloria Anzaldúa, "How to Tame a Wild Tongue" from *Ways of Reading*
- **Writing Portfolio # 3**
 - 1-2 page response to Readings
 - 4-5 page Personal Essay (Narrative)

Unit 4: [Teaching: 16 hrs] [Grade: 40%]

- Persuasive Writing: Seeking Agreement from an audience

- The Literary Essay and Review
- Research: Written with Christopher Otero-Piersante
- Readings: Renato Rosaldo, “Grief and Head Hunter’s Rage” from *Ways of Reading*
- Jane Tompkins, “Indians: Textualism, Morality, and the Problem of History”
- **Writing Portfolio # 5**
 - 1-2 page response to Readings
 - 2-3 page review essay or annotated bibliography
 - 5-7 page Research Essay

Evaluation Guideline

Internal Evaluation:

60% of total grade

- Writing Portfolios 60% of internal grade
- Attendance and Participation 20% of internal grade
- Presentation and/ or Project work 20% of internal grade

Final Examination:

40% of the total grade

- Essay writing on a given topic: 1x20=20 %
- Paragraph writing on a given topic: 2x5=10%
- Descriptive and/or narrative writing: 1x10=10%
- Response to reading: 2x15=30%
- Research and writing conventions and heuristics: 3x10=30%

Prescribed texts

Bartholomae, David and Anthony Petrosky, eds. *Ways of Reading*. New York: Bedford, 2005.

Bauman, M. Garrett. *Ideas and Details: A Guide to College Writing*. London, Wadsworth, 2007.