

ENG200b Academic English Writing II

4th quarter, Sophomore

Instructor	Kelly King, Ph.D and Others
Class Style	Seminar
Active Learning	Active Learning Course
Number of Credits	1

Course Description

Academic English Writing provides opportunities for students to strengthen their academic reading and writing skills through intellectual inquiry and research. Students investigate issues and questions that merit serious investigation through a variety of sources beyond those supplied by the instructor or the course texts, for example library resources, the Internet, and so on.

Academic English Writing requires students to write persuasive, or argument, essays. They write three (3) formal academic papers, ranging from 1000 words to 2000 words, and consisting of at least two drafts. Throughout the course, primary emphasis is given to formal inquiry, the synthesis of content from different sources, and learning the APA style of in-text citation and bibliography. Each of these papers requires the development of a student-generated thesis, which is researched, elaborated on and documented. A substantive amount of reading is required for each class meeting, and students will be held accountable for the content of these readings and other assignments in quizzes, reading reviews and/or other in class activities.

In addition: Extensive small group discussion, which enhances facility in academic discourse and gives students opportunities to share their ideas about all aspects of the course content, will take place in most class meetings. Accurate language use is also mandatory for students in this course, and grammar review will be among the course requirements.

Course Objectives and Goals

Students will:

- ① continue to improve writing and reading fluency
- ② continue to identify problems of language use in their own writing and edit these problems effectively
- ③ become competent at analyzing, summarizing, paraphrasing, critiquing, and discussing texts
- ④ apply editing skills to peer review activities of classmates' writing
- ⑤ develop the various skills that lead to worthwhile research and the writing of effective undergraduate academic research reports
- ⑥ develop the ability to integrate outside sources into one's own writing
- ⑦ develop the ability to propose a point-of-view appropriately
- ⑧ develop the ability to find, select, evaluate, and use information and ideas in the development of an acceptable academic thesis
- ⑨ become familiar with and adept at using research resources, especially those resources available in the UF library and on the World Wide Web
- ⑩ learn the APA style of in-text quotations, citations and bibliography
- ⑪ develop ways to present their writing publicly
- ⑫ become self-directed in thinking, reading, writing and revising what they have written

Class Materials

Textbook and reading packet *TBD*.

Documents will be distributed in class for APA formatting requirements. In addition, students may want to refer to the following sites for help with APA style/grammar/structure:

<http://owlenglish.purdue.edu/owl/resource/56/01>

<http://www.unc.edu/depts/wcweb/handouts/apa.html#1>

<http://leo.stcloudstate.edu>

Evaluation Method

Each student will maintain a portfolio of his or her writing, which will include written feedback from both the instructor and classmates. Portfolios will include all essay drafts, free writing, peer reviews and any assigned journal writing. In addition, students will present one of their papers in class.

Criteria and Weighting for Final Course Grade

10%	Quizzes	may include reading reviews, APA citation (quoting and paraphrasing) & grammar quizzes
60%	Formal papers	3 multi-draft analytical papers requiring outside source materials
10%	Miscellaneous writing	includes journals, summaries & peer reviews
10%	Portfolio	a collection of student papers written throughout the course, which includes self-assessment
10%	Paper Presentation	a 10-minute, in-class presentation at the end of the second quarter

Quizzes

These are in-class reading reviews and grammar and APA citation quizzes. Usually, these cannot be made up if they are missed, so make sure to come to class on time.

Formal papers

Three (**3**) **multi-draft academic papers** will be required, of increasing length, complexity and weighting in the final course grade. The topics for these papers are flexible but must be derived in some way from more than one reading in the course texts. Readings and other sources not distributed in class will also be required. Paper #1 should be about 1000 words, Paper #2 should range from 1000 words to 1500 words, and Paper #3 should be from 1500 to 2000 words.

Miscellaneous Writing

This may include summaries, personal response papers or journals, and short essays based on questions from the text. Peer reviews of your classmates' writing will also be included. Some writing, such as the peer reviews, could be graded upon submission, but other writing will be evaluated for signs of effort, and progress from the beginning of the course to the end.

Portfolio

A portfolio is a collection of writings done in the course, whether graded or not. The portfolio

recognizes that writing is a developmental process while still holding students accountable for the quality of the papers they write. Students will be required to write a self-assessment of their own portfolios as part of the grade in this category.

Grading of Formal Papers

Paper #1	15%
Paper #2	20 %
Paper #3	25 %

Each academic paper increases in increments of 5% in its respective weighting in calculating the final course grade because the expected length of each paper gets larger from the first paper to the last, and also the expected number of sources required for each paper will be increased from the first to the last. Furthermore, it is assumed that students' ability to write this type of paper will improve with the experience of each previous paper.

Formal papers will consist of 2-3 drafts:

Draft 1 will not be graded, but a peer review is required.

Draft 2 will not be graded, but will receive instructor feedback.

Draft 3 will be graded. The maximum grade is a 10, and assessment will be based on (1) content and ideas, as well as (2) conventions (which includes grammar, spelling, APA citations, paragraph structure, correct paraphrasing).

Class Schedule (subject to change)

Week 1 Arguments of Definition

Week 2 Evaluative Arguments

Week 3 Causal Arguments

Week 4 Conventions of Argument

Week 5 Conventions of Argument

Week 6 Conventions of Argument

Week 7 Paper Presentations

Week 8 Paper Presentations; Course Evaluation (End of Quarter 4)

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)