

Syllabus of Record

Program: CET Shanghai

Course Code / Title: (SH/ENGL 105) Writing and Rhetoric

Total Hours: 45

Recommended Credits: 3

Primary Discipline / Suggested Cross Listings: English / Writing, Composition, Rhetoric

Language of Instruction: English

Prerequisites / Requirements: None

Description

Writing and Rhetoric introduces methods and strategies to strengthen writing skills and critical thinking for effective communication at university and beyond. It offers practice in the processes and techniques of academic writing, drawing upon stimulating topics of current interest. The course focuses on developing rhetorical awareness and flexibility, constructing arguments through identifying and discussing both supportive and contradictory evidence, accommodating a variety of purposes and audiences, and using the ideas of other writers appropriately. The value of revision for clear expression is a constant emphasis. Students improve their writing abilities through required readings, informal writing (in-class reflection, responses, journals, and revision), expressing ideas in the classroom, and formal papers. Different instructors may shape their classes around different themes.

Objectives

Through this course, students develop abilities to:

- read, analyze, and speak about texts rhetorically, taking into account relationships between writer, audience, cultural context, purpose, and argumentative strategies.
- compose well-reasoned arguments and write persuasively with audience, purpose, and genre in mind.
- create, draft, and revise their work based on feedback and reflection throughout the writing process.
- research, including how to craft focused questions and to locate, analyze, weigh, and cite relevant print-based and digital sources.
- develop their voice and identity and engage in public discourse.

Course Requirements

Students are required to complete all assigned reading and writing exercises before each class.

This is vital as students actively participate in classroom discussion and learning activities.

Attendance requirements are outlined in the CET Attendance Policy. Detailed instructions for assignments are given in class. The course requirements are:

- *Preparation and Participation.* The active engagement of each individual in the course is key to a dynamic learning environment. This includes posting required responses to share ideas on class topics and readings.

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- *Readings.* The required readings are at the center of class discussion and in-class activities. In addition to the textbook, there are supplementary readings.
- *Informal Writing.* In addition to five major writing assignments, students also write reflections in class, short response papers, journals, and revisions to their own work and their peers'.
- *Formal Writing.* Students compose five papers, totaling 7,000 to 8,000 words (a minimum total of 25 pages) of polished prose after revisions. Details for each paper assignment are provided in class.
- *Peer-Assessment Sessions.* Students participate in peer review workshops for particular writing assignments. In these sessions, students give and receive feedback and comments on writing assignments. Peer critiques are collected, graded, and submitted with final drafts of each paper.
- *Presentations.* A ten-minute graded presentation accompanies the final research argument paper. There are ungraded informal presentations in class to practice oral communication skills.
- *One-on-One Conferences.* Meeting with the course instructor is recommended for revising drafts and may be required. Good writers discuss their writing with other writers, and one-on-one conferences help develop this practice. One-on-one conferences are not graded.

Grading

The composition of the final grade is:

- 75% Formal Writing
 - 10% - Summary and strong response essay (600-800 words)
 - 10% - Exploratory writing essay (1,000 to 1,500)
 - 15% - Argument essay with classic model (1,500-1,800 words)
 - 20% - Researched Argument I (1,800-2,000 words)
 - 20% - Researched Argument II (1,800-2,000 words)
- 10% Informal writing assignments
- 10% Participation in classroom learning activities and discussion
- 5% Presentation accompanying the final research paper

Readings

Clark, Roy Peter. *Writing Tools: 55 Essential Strategies for Every Writer*. 10th ed. New York, NY: Little, Brown and Company, 2006.

Cornell University Library. MLA Citation Style.

https://www.library.cornell.edu/sites/default/files/mla_style_revised.pdf

Graff, Gerald, Cathy Birkenstein, and Russel Durst. *They Say / I Say: The Moves That Matter in Academic Writing with Readings*. 4th ed. New York, NY: W. W. Norton: 2018.

Pinker, Steven. *The Sense of Style: The Thinking Person's Guide to Writing in the 21st Century*. Reprint ed. New York, NY: Penguin, 2015.

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Purdue University. Purdue Online Writing Lab. <https://owl.english.purdue.edu/>

Strunk, William Jr., and E. B. White. *The Elements of Style*. 4th ed. Boston, MA: Pearson Education, 2000.

University of Pittsburgh. Citation Styles: APA, MLA, Chicago, Turabian, IEEE and Understanding Plagiarism. <https://pitt.libguides.com/c.php?g=12108&p=64729>

Outline of Course Content

Thinking and reading rhetorically

- Introduction to the course and concept of rhetoric in academic writing
- Breaking the myth of “good writing”
- Writing and civic engagement
- Forms of writing; genres and their rhetorical features
- Understanding rhetorical context
 - the idea of audience
 - speaking and writing with a purpose
 - the choice of genre
 - posing subject matter
 - using evidence and supporting ideas and arguments
 - the rhetorical triangle (ethos, logos, pathos)
- Persuasion: angle of vision; the structural framework of argumentative writing; approach of analysis; verbal and non-verbal devices
- Identifying and summarizing key points
- Mind maps and journals for exploration and analysis
- Using source materials and research methods: factors in evaluating sources, criteria for evaluating web sources

Writing rhetorically

- Writing to explore: the writer as observer; generating and exploring ideas for reflection
- Writing in response: strong response as critique, reflection, synthesis, or a blend
- Writing to present: presentation goals, styles, and features
- Writer as the speaker: rhetorical strategies for multimedia presentation, tones and manners of speech, differences between writing and presenting
- Writing as a problem-solving process
- Strategies in writing drafts: free-writing, focused free-writing, brainstorming and mind mapping, “dialectic talk”
- Classical argument:
 - posing a strong problem for writing
 - forming a thesis statement
 - stages of development in composition
 - developing a structural framework
 - creating effective openings, conclusions, and titles
 - articulating reasons

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- using evidence appropriately and effectively
- responding to counterarguments and alternative views
- Rhetorical analysis: the use of the rhetorical triangle and the communication rhombus, the delivery of messages, expression and diction, tones and persona
- Building up complexity of writing: structural framework, other models of argument, warrants and support, the use and examination of data
- Making purposeful and stylistic choices: factors that affect style, coordination and emphasis, creating a persona, the use of non-verbal elements
- Revision: local and global revision, editing, peer review, proofreading
- Understanding plagiarism and its consequences
- Citing and documenting: accurate summaries of material, styles of documenting sources, integrating quotations and other material, in-text citations, documenting sources in a works cited or reference list