



University of International Business and Economics International Summer School

ENG 210 Advanced College Composition

Term: May 28 – June 28, 2018

Instructor: Takis Poulakos

Home Institution: University of Iowa

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Class Hours: Monday through Thursday, 120 minutes each day

Office Hours: TBD

Discussion Session: 2 hours each week

Total Contact Hours: 66 contact hours (45 minutes each)

Credit: 4 units

Course Description:

This course is appropriate for a broad range of majors. Extending expository writing from College Composition to academic and professional settings, the course focuses on argument and persuasion, and teaches students how to adjust ideas in their own areas of study to a variety of audiences, as well as how to conduct research, how to use evidence persuasively, and how to do group work, and peer editing. Assignments include a cover letter (for a job or graduate school application), a personal statement about professional aspirations, a project proposal, a plan to engage community involvement in an aspect of a student's area of study, and an academic research paper.

Course Goals:

Students should expect to learn the following:

- ✧ Develop essays around a thesis statement, and main points around clearly stated arguments, supported with sufficient/relevant information.
- ✧ Organize essays around an appropriate sequence of ideas, a logical order.
- ✧ Conduct research in journals of their field, analyze and evaluate arguments.
- ✧ Use evidence persuasively.
- ✧ Adapt each essay to appropriate audiences.

Required Textbook:

While there are no assigned textbooks for this course, there will be required readings—handouts you will receive in class. You will also be consulting a number of online sites designed to help college students with research, essay formats and writing strategies, as well as quick checks on grammar and syntax.

Required Assignments:

Course requirements include 5 formal essays, and daily informal writing in and out of the classroom. To earn a passing grade in this course, you must meet the following requirements: complete all 5 formal assignments; write a total of a minimum 20 pages of formal writing; write at least two essays that are a minimum of 6 pages each and revised substantively based on feedback by peers and by the instructor. There will also be some presentations in class sometime. There will be no midterm or final exam in this class.

Grading Policy:

◇ Cover Letter:	10%
◇ Professional Aspirations:	10%
◇ Project Proposal:	20%
◇ Community Engagement:	20%
◇ Academic Research Essay:	30%
◇ In-and-out-of Class Writing	10%

Grading Scale:

Assignments and examinations will be graded according to the following grade scale:

A	90-100	C+	72-74
A-	85-89	C	68-71
B+	82-84	C-	64-67
B	78-81	D	60-63
B-	75-77	F	below 60

Class Rules:

Instructor's Policies for this Course

Students are expected to:

- ◇ Attend all class meetings
- ◇ Complete and hand in assignments on time
- ◇ Respect other students' input and communicate ethically
- ◇ Make positive contributions and participate in class activities, not engage in side conversations, website browsing, or text messaging

University Policies for this Course

- ◇ This university has policies for academic conduct, including those regarding plagiarism and cheating.
- ◇ It is your duty to know these policies and not to violate them in any way.
- ◇ Academic misconduct is a serious offense and can be grounds for failing this course and possible expulsion from the university.

Attendance Policy:

Summer school is very intense and to be successful, students need to attend every class. Occasionally, due to illness or other unavoidable circumstance, a student may need to miss a class. UIBE policy requires a medical certificate to be excused. Any unexcused absence may affect the student's grade. Moreover, UIBE policy is that a student who has more than 1/3 of the class in unexcused absences will fail the course.



Course Schedule:

Monday May 28:

Introduction to the course
Overview of course expectations
Assign Paper 1: Cover Letter (1 page)
Discuss format and persuasive writing

Tuesday May 29:

Drafts of Paper 1 due
Respond to drafts in class (student and instructor responses to each student's draft)

Wednesday May 30:

Paper 1 due

Assign Paper 2: Statement on Professional Aspirations (1 page)
Discuss format and persuasive writing
In-class writing

Thursday May 31:

Drafts of Paper 2 due
Respond to drafts in class (student and instructor responses to each student's draft).
In-class writing

Monday June 4:

Paper 2 Due

Assign Paper 3: Project Proposal (6-7 pages)
Discuss topics for project proposals fitting each student's area of study
Discuss handout of template for project proposals
Review sample proposals
In-class research of ideas specific to areas of study that can be implemented into a proposal

Tuesday June 5:

Detailed outlines of proposals following the template due
Respond to outlines in class (student and instructor responses to each student's outline)
In-class writing

Wednesday June 6:

Drafts of Paper 3 due
Respond to drafts in class (student and instructor responses to each student's draft)
In-class writing: revise drafts based on student and instructor responses
Submit revised drafts to instructor by the end of class

Thursday June 7:

Revised drafts returned with instructor feedback

Collaborative work on persuasive writing; developing arguments; supporting claims with evidence;
logical sequence

In-class writing

Monday June 11:

Paper 3 due

Assign Paper 4: Community Engagement (6-7 pages)

Handouts on using academic expertise to benefit communities

In-class research of community involvement in students' areas of study

Brainstorming on ways to involve the community

Tuesday June 12:

Detailed Outlines of Paper 4 due

Respond to outlines in class (student and instructor responses to each student's outline)

Discuss adapting ideas to audiences

Discuss organization of papers

Wednesday June 13:

Draft of Paper 4 due

Respond to drafts in class (student and instructor responses to each student's draft)

In-class writing: revise drafts based on student and instructor responses

Submit revised drafts to instructor by the end of class

Thursday June 14:

Revised drafts returned with instructor feedback

Collaborative work on persuasive writing; developing arguments; supporting claims with evidence;
logical sequence; audience adaptation

Assign Paper 5: Academic Research Paper (6-7 pages)

Discuss sample topics of research in students' areas of study

Monday June 18:

Paper 4 due

Topics for Paper 5 due

In-class writing: find and annotate 5 articles on topics

Discuss framing a thesis around existing research

Tuesday June 19:

Drafts of Paper 5 due

Respond to drafts in class (student and instructor responses to each student's draft)



In-class writing

Submit revised drafts by the end of class

Wednesday June 20:

Revised drafts returned

In-class writing

Individual student conferences

Thursday June 21:

Paper 5 due

Concluding thoughts about writing as a process

Course evaluations