



上海财经大学

Shanghai University of Finance & Economics

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Shanghai University of Finance & Economics

2019 Summer Program

ENC 102 Rhetoric and Academic Research

Course Outline

Term: June 3 – June 28, 2019

Class Hours: 18:00-19:50PM (Monday through Friday)

Course Code: ENC 102

Instructor: Professor Ross Hamilton

Home Institution: Barnard College, Columbia University, New York

Office Hours: TBA

Email: rhamilto@barnard.edu

Credit: 4

Class Hours: This course will have 52 class hours, including 32 lecture hours, professor 8 office hours, 8-hour TA discussion sessions, 4-hour review sessions.

Course Description

Rhetoric and Academic Research focuses on the essential stylistics of writing clearly and efficiently within the framework of research writing in the disciplines. Students will learn how to formulate a coherent thesis and defend it logically with evidence drawn from research in specific fields. Students will also learn how to work through the stages of planning, research, organizing, and revising their writing.

Rhetoric and Academic Research is an introduction to techniques and forms of argument in a broad range of disciplines, including the humanities, social sciences, business, and natural sciences. To ground the students' investigations for the semester, the course will focus on a particular formative theme. This course encourages students to investigate the relationship between writing and knowledge and to discover how writing can create, rather than merely transmit, knowledge. Class discussions will reveal the complementary relationship between writing and research and demonstrate how persuasive techniques and genres vary from discipline to discipline. Students will learn how writing effectively and correctly in their fields will help to integrate them as professionals into their "knowledge communities."



Outcomes

By the end of the course, students will be able to

- Read, locate, and evaluate a variety of information using research methodologies appropriate to disciplines.
- Apply research and use writing to achieve a variety of purposes in a variety of disciplinary contexts.
- Demonstrate accurate and responsible cite and incorporate primary and secondary materials.
- Participate in groups with emphasis on listening, critical and reflective thinking, and responding to group members' writing and ideas.
- Present an effective academic writing style.

Required Texts

Susan Miller-Cochran, Roy Stamper, and Stacey Cochran. *An Insider's Guide to Academic Writing: A Rhetoric and Reader*. (Bedford/St. Martin's, 2016).

ASSIGNMENTS AND GRADING

Assignments	Words	Points Possible
Literary Analysis	1000	150
Annotated Bibliography and Literature Review	1000	150
Observational Logbook	1200	125
Blogpost and Podcast	800	100
Research Report (175) and Poster Presentation (50)	2000	200
Process Assignments (Peer Review)		100
Homework and Quizzes		100
Final Portfolio		100
Total	6000	1000



Grading Policy

Number grade	Letter grade	GPA
90-100	A	4.0
85-89	A-	3.7
80-84	B+	3.3
75-79	B	3.0
70-74	B-	2.7
67-69	C+	2.3
65-66	C	2.0
62-64	C-	1.7
60-61	D	1.0
≤59	F (Failure)	0

GENERAL EDUCATION LEARNING OUTCOMES

Students must pass this course with a “C” or better to satisfy the CLAS requirement for Composition (C). Earning general education composition credit, students will

- Demonstrate forms of effective writing (focusing on analyses, arguments, and proposals)
- Learn different writing styles, approaches, and formats and successfully adapt writing to different audiences, purposes, and contexts; effectively revise and edit their own writing and the writing of others
- Organize complex arguments in writing, using thesis statements, claims, and evidence
- Employ logic in arguments and analyze their own writing and the writing of others for errors in logic
- Write clearly and concisely consistent with the conventions of standard written English
- Use thesis sentences, claims, evidence, and logic in arguments

The instructor will evaluate and provide feedback on the student's written assignments with respect to content, organization and coherence, argument and support, style, clarity, grammar, punctuation, and mechanics. Conferring credit for the University Writing Requirement, this course requires that papers conform to the following assessment rubric. More specific rubrics and guidelines applicable to individual assignments may be delivered during the course of the semester.



General Education Assessment Rubric

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit identifiable structure for topics, including a clear thesis statement and topic sentences.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical structure.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the satisfactory range, papers may contain a few spelling, punctuation, or grammatical errors that remain unobtrusive and do not obscure the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.



Tentative Schedule—All readings can be found in the textbook unless noted.

The calendar contains all the reading and writing assignments for the semester. Readings will be discussed on the day they appear, and assignments will be due on the date they appear. Bring your textbook and laptop/tablet/writing materials to each class.

	Readings and Classwork
	Week One
Monday	Introductions
Tuesday	“Rhetorical Writing Processes” (p. 27) Chapter 2, “Reading and Writing Rhetorically” (p. 20)
Wednesday	Chapter 3, “Developing Arguments” (p. 37-48) “The Myth of the Helicopter Parent” (p. 316-317)
Thursday	Chapter 6, “Reading and Writing in the Humanities” (p. 108-114)
Friday	“Textual Interpretation” (p. 141) “The Yellow Wallpaper” (Canvas)
	Week 2
Monday	“Till Death Do Us Part: An Analysis of Kate Chopin’s ‘The Story of an Hour’” (p. 143)
Tuesday	Literary Analysis Thesis & Works Cited
Wednesday	“Introduction to Documentation Styles” (p. 613) Draft Paper in Class
Thursday	Peer Review Literary Analysis Workshop & Peer-Review
Friday	Literary Analysis Due Begin Reading and Writing in Social Sciences and “Capital Punishment in Films”



	(p. 416).
Friday	Introduce Lit Review and Annotated Bibliography
	Week Three
Monday	Finding Sources – Introduction to Library and Research
Tuesday	Annotated Bibliography Workshop and Research (Library Visit/Day)
Wednesday	“Writing a Literature Review” (p. 182-195)
Thursday	Literature Review Draft Workshop “Effects of Sleep Deprivation” (p. 187)
Friday	Conferences.. Peer Review
	Week Four
Monday	Literature Review and Annotated Bibliography Due Start Research in Natural Sciences Ch. 8 “Reading and Writing in the Natural Sciences”
Tuesday	Observational Logbooks and Research in the Natural Sciences
Wednesday	“Lethal Injection for Execution” (p. 426)
Thursday	Conferences
Friday	Final Project Due