



The Beijing Center

北京中国学中心

Fall 2020

TBC 1050 College Composition and Rhetoric

Credit Hours: 3.0

Class Times and Location: Tuesday 5:30-7:15pm, Friday 1:00-2:45pm, Schall Classroom

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Course Description

This is a first-year level course designed to teach students the techniques and processes necessary for college-level expository and argumentative writing. Students will learn how to incorporate personal experience and observation, critical reading, and critical thinking. Specifically, students will learn to:

1. Create a thesis to unify and focus essays
2. Use specific and concrete details to support a thesis
3. Organize those details in a coherent logical pattern related to the thesis
4. Create topic sentences to unify and focus paragraphs
5. Create introductions, transitions, and conclusions
6. Use various rhetorical modes (description, narration...)
7. Use correct grammar and diction
8. Edit other student's papers
9. Read and analyze a variety of college-level texts, predominantly expository.

Learning Outcome

On successful completion of this course, a student will be able to

1. Practice writing as a multi-step process including planning and revising with attention to varying purposes, audiences, and rhetorical strategies.
2. Read and analyze rhetorically and culturally diverse narrative and expository texts from a variety of perspectives.

Course Requirements

1. Course readings
 - Required textbook:
Mark Connelly *The Sundance Writer* 5th ed.
Class Handouts
 - Helpful resources:
Writing and Online Tutoring Websites
<http://owl.english.purdue.edu>
www.grammarly.com

ESL Websites

<http://www.eslcafe.com>

<http://www.englishclub.net/grammar>

2. Assignments & Exams

You are required to complete all assignments. Formal Essays are due at the beginning of the class period on the due date. Late papers will be penalized 5 points for each day they are late.

Absences will be excused if a doctor's note or other proof designated by the instructor can be presented.

3. Attendance and Participation

Attendance: *** **All students must attend the first week of class to secure their position in the class.**

Regular class attendance is necessary for successful completion of this course. Students who are absent are responsible for all announcements made, assignments given, and material covered. Students will be allowed 2 absences. For every absence thereafter, the attendance grade will go down one letter grade. Students with 4 or more absences may be subject to being dropped. In addition, tardies will constitute one absence.

Participation: Collaborative learning requires your participation in group and class discussion. All students learn more when everyone participates. Please come to class prepared. Cell phones should be put away but students may use laptops or tablets to reference the readings or their own essays.

4. Grading

A final grade for the course will be assigned on the basis of performance in the following areas:

- (a) Formal Essays: Essay 1 10%, Essay 2 20%, Essay 3 20%, Essay 4 20%
- (b) Quizzes: 10% (no make ups except for excused absences)
- (c) Attendance and Participation: 10%
- (d) Final Exam: 10%

Extra Credit: You will be allowed 1 maximum extra credit worth a quiz grade (5 points). Read any essay in *The Sundance Writer* which is not already assigned for class readings and answer the questions below. Submit any time up until the day of the final.

Scale: 97-100%=A+, 93-96%=A, 90-92%=A-, 87-89%=B+, 83-86%=B, 80-82%=B-, 77-79%=C+, 70-76%=C, 67-69%=D+, 63-66%=D, 60-62%=D-, 59% and below=F

5. Academic Honesty Statement

Please click the following link to see The Beijing Center's policy on Academic Integrity: <http://thebeijingcenter.org/academic-integrity>

Plagiarism: Plagiarism is the use of ideas, facts, opinions, illustrative material, data, direct or indirect wording of another scholar and/or writer, professional or student,

without giving proper credit. If a student is found guilty of plagiarism, he/she will receive a **zero** for the assignment.

6. Conduct

This is a college level class; therefore, you are not required by law to be here nor is the college required to allow you to remain in class if your behavior disrupts or impedes the educational process. A disruptive student will be asked to leave class. Administrative follow-up may result. TBC will enforce all policies in the Student Handbook and Code of Conduct. Please note that cell phones and tardiness are considered disruptive.

Please respect your classmate's opinions, participation, and opportunity for success and please respect the work necessary to complete this course.

Welcome to the class. Please feel free to contact me throughout the course with any questions you may have, or to simply ask for help. This class is designed to help students learn to write more fluently, accurately, and, hopefully, more joyfully. Expressing one's ideas and feelings in writing can be an intellectually and emotionally satisfying experience. We hope the skills you gain in this class will help you to succeed in college and in your future careers.

Course Schedule

All the readings come from *Sundance Writer* unless specified.
Please complete all readings **before** coming to class that week.

Week 1

Class 1: Introduction to Class
In-class writing exercise
In-class editing exercise
Video and discussion on principles of persuasive writing

Class 2: Ch. 1: Why Write?
Ch. 2: The Writing Process: An Overview
Ch. 3: The Writing Context
Discussion: Writing in the age of social media

Week 2

Class 1: Ch. 13: Becoming a Critical Reader (pp.141-149)
Newspaper Article (Peter Hessler) (Read and make notes before class based on questions on p. 149)
Grammar Test Exercise and Discussion

Class 2: **Quiz on Readings**
Ch. 4: Critical Thinking: Seeing with a Writer's Eye
Ch. 5: Prewriting Strategies
Ch. 6: Developing a Thesis
Ch. 7: Supporting a Thesis
In-class reading and discussion

Week 3

- Class 1:** Ch. 8 Organizing Ideas
Ch.9 Developing Paragraphs
Ch. 10 Writing the First Draft
Outline of first paper due (turn-in at end of class)
- Class 2:** **Paper #1 Due (Bring 2 copies) (Friday, Oct. 9th)**
Discussion of papers and peer feedback

Week 4

- Class 1:** Ch. 11: Revising and Rewriting
Ch.12: Editing and Proofreading
In-class editing exercises and discussion
Grammar ---Read and Complete Exercises on Sentence Problems,
Agreement and Verbs
- Class 2:** **Quiz on Readings**
Ch. 14: Description
"Border Story" by Luis Alberto Urrea (pp. 170- 172)
Complete Exercise on p. 162-163 (two paragraphs)
Grammar ---Read and Complete Exercises on Pronouns, Dangling and
Misplaced Modifiers and Adjectives and Adverbs

Week 5

- Class 1:** Prepare Notes and outline for paper #2 based on a topic chosen from
p. 176-177 (you may choose the collaborative writing option)
In-Class Videos-- Immigration Nation and TED talk
Grammar ---Read and Complete Exercises on Punctuation, Mechanics and
Spelling
- Class 2:** In-class Debate (draw a token for assignment)
Reading to prepare for debate: "A Fresh Look at Immigration";
"Undocumented, Indispensable"; "Do Immigrants Benefit America?"
Prepare notes: 5 points for 2 different lines of argument

Week 6

- Class 1:** **Paper #2 Due (bring 2 copies to class)**
Discussion and peer feedback
- Class 2:** Ch. 22 Argument and Persuasion (pp. 462-480)
Writing activity p. 465
Reading Selection from *Twenty-one Lessons for the 21st Century* (handout)

Week 7

Class 1: **Quiz on Readings**
Ch. 15 Narration
Reading Selection: *Olive Kitteridge* pp. 3-19 (handout)
In-class exercise

Class 2: Reading Selection: Mark Manson
Choose one topic from p. 470 or propose a topic of your own
Present preparatory steps to the class

Week 8

Class 1: **Present paper #3 as a talk with a ppt visual presentation (group A)**
Ch. 28 Writing with Visuals

Class 2: **Present paper #3 as a talk with a ppt visual presentation (group B)**

Week 9

Class 1: **Paper #3 Due (bring 2 copies to class)**
Discussion and peer feedback

Class 2: Ch. 23 Conducting Research (skim)
Ch. 24 Writing the Research Paper
In-class analysis of undergraduate research papers

Week 10

Class 1: Reading for College: The Art of Skimming
Set of Readings on Feminism and Gender Studies
How to prepare for class discussions

Class 2: Set of Readings on Economics (Noam Chomsky and Joseph Stiglitz)
Ch. 25 The Essay Examination
Exercise: In-class essay exams
Student-led discussions (will be assigned)
Outline for paper #4 Due

Week 11

Class 1: Reading scientific papers: skills for undergraduates
Set of readings on medicine and social science
Student-led discussions (will be assigned)

Class 2: Student-led discussions (will be assigned)

Week 12

Class 1: **Paper #4 Due (bring 2 copies to class)**
Discussion and peer feedback

Class 2: Ch. 26 Writing about Literature
Short Story (handout)
Literary Essay (handout)

Week 13

Class 1: Selection from *Telling True Stories* (handout)
Conducting interviews and writing them up

Class 2: **Review**

Week 14 Final Exam