



South China Normal University International Summer Session

02E48344: Advanced College Composition

Term: July 15th –August 9th, 2019

Instructor: Dr. Laura Brodie

Home Institution: Washington and Lee University

Credit: 4

Course Description

This four-week course helps students become effective writers in English by focusing on four of the most common essay formats in the English language: the personal essay, the argumentative essay; the analysis of a written text; and the journalistic profile. The course uses *The Norton Field Guide to Writing*, which provides models of all four essay styles, as well as extensive information on all aspects of composition, rhetoric, and documentation for research papers.

The class provides lessons in grammar, diction and spelling, while giving students much instruction in how to generate and organize ideas, outline papers and cite sources. Class time is divided between lectures, writing exercises, workshopping of student essays, and study of published essays. Depending on class size, individual conferences will be held with all students.

Course Goal

By the end of the four weeks, students will have gained substantial practice in writing English essays at an advanced level, with correct grammar and spelling, persuasive thesis statements, logical organization of ideas, effective rhetoric, and a familiarity with the most common documentation formats for research papers in English, including MLA and Chicago Manual styles.

Course Readings (with ISBN)

The Norton Field Guide to Writing, 4th edition, Bullock, Goggin, and Weinberg, ISBN 9780393264388

Handouts provided by the professor



Exams & Assignments

Four three-to-four page essays in English, including a draft and revision of each essay, for a total of at least twenty-five pages of writing. The grade for late papers will drop by 5 points with each day past the due date. The final portfolio of all revised essays will count as the final examination.

Grading Scale

Percentage	Grade
90-100	A
80-89	B
70-79	C
60-69	D
< 60	F

Course Schedules

Note: All readings not found in the Norton Field Guild will be provided by the professor

Week 1: The Essay of Personal Reflection

Monday:

Introductions; lesson on the personal essay—structure, contents, tone; Dillard, from *An American Childhood* (handout); brainstorm ideas for personal essays; in-class writing exercise: students write a brief one-page literacy narrative, describing their experience with the English language, and what they hope to learn from this class

Tuesday:

Discuss readings—Huyler, “The Short Arm of Chromosome 4,” “The Needle,” “The Bee Sting,” Agosin, “Always Living in Spanish”

Wednesday:

Draft of Personal Essay due, class workshop of drafts, complete peer-review worksheets

Thursday:

Lessons in grammar and style, based on student drafts. Discuss Dillard, “The Death of the Moth,” Huyler, “Burn”

Friday:

Revised essay due-students read aloud excerpts from their papers; discuss “The Death Penalty Ends in Nebraska” and brainstorm ideas for an argumentative essay.

Week 2: The Argumentative Essay, including research

Monday:

Lesson on the argumentative essay—structure, contents, tone and audience. MacKay: “Organ Sales will Save Lives.” study MLA documentation, In-class writing exercise



Tuesday:

Readings—Kristof, “Our Blind Spot About Guns,” In-class writing exercise

Wednesday:

Draft of Argumentative Essay due; class workshop of drafts, study CMS documentation

Thursday:

Lessons in grammar and style—based on student essays. Reading: Tugend, “Multitasking Can Make You Lose...Um...Focus”

Friday:

Revised essay due, discuss Safire, “A Spirit Reborn” and analyze “The Gettysburg Address” in preparation for analytical essays

Week 3: Analysis of a Text

Monday:

Lesson on the analytical essay—examples of how to close-read, using a poem by Thomas, “Do Not Go Gentle into That Good Night,” Shakespeare “That Time of Year...”, Cisneros, “The Monkey Garden”

Tuesday:

Readings—Berry “The Fashion Industry: Free To Be an Individual”

Wednesday:

Draft of Analytical Essays due; class workshop of drafts

Thursday:

Lessons in grammar and style—a lecture addressing the most common problems in the students’ analytical essays. Woolf, “The Death of a Moth”

Friday:

Revised Essay due, Lecture on profile writing and journalism-- brainstorm possible people to profile. Baker “Jimmy Santiago Baca,” Hedegaard, “The Beautifully Empty Mind of Will Ferrell”

Week 4: The Journalistic Profile of a Person

Monday:

Interview Practice--students interview a classmate and write a one-page profile of that classmate

Tuesday:

Share classmate profiles, Readings: Wilkinson, “The Pursuit of Beauty”

Wednesday:

Draft of profile due; class workshop of drafts

Thursday:

Lessons in Grammar, Style and Research, based on the students’ drafts, Hamblin, “Living Simply in a Dumpster”

Friday:

Final portfolios due, Review and Conclusions