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| COURSE NUMBER: VY100 and Vy200 | COURSE TITLE: Academic Writing I and Academic Writing II |
| CREDIT: 4 each | PREREQUISITES: Vy100 none; Vy200 has Vy100 as prerequisite |
| TEXTBOOKS/REQUIRED MATERIAL: Lunsford, Andrea A. <i>The Everyday Writer with Exercises, 6th edition.</i> New York: Bedford St. Martin's, 2016 | PREPARED BY: Amalia Jiva DATE OF PREPARATION: May 27, 2019 DATE OF UC APPROVAL: SCIENCE/DESIGN: |
| INSTRUCTOR(S): Michele Campbell, Angela Gehling, Amalia Jiva, Matt Risling, Ryan Thorpe, Joelle Tybon, Peter Weise, Andrew Yang | |
| CATALOG DESCRIPTION: <p>The Vy100 and Vy200 academic writing courses aim to teach students the principles, conventions, and styles of writing for an academic audience. Writing assignments offer students opportunities to demonstrate critical thinking skills, engage in a multi-draft writing process, observe disciplinary conventions, and develop research skills in response to primary texts of varied genres and in conversation with scholarly literature. The writing courses are organized around central topics chosen by faculty to represent their diverse research/writing backgrounds and to be accessible and of interest to students</p> <p>Vy100, Writing and Academic Inquiry I, focuses on the building blocks necessary towards producing evidence-based academic writing in response to texts from multiple genres, including scholarly text</p> <p>Vy200, Writing and Academic Inquiry II, deepens the skills acquired in Vy100, develops greater facility with scholarly sources, and requires research-based argumentative writing of greater complexity.</p> | |
| COURSE TOPICS: Vy100 Writing Topics 1. Elements of Persuasive/ Argumentative writing such as <ul style="list-style-type: none"> • introductory remarks • statement of problem and reasons for writing • argumentative thesis statement • critical analysis • effective representation of sources • concession • refutation • deployment of relevant evidence • concluding remarks 2. Summary 3. Critical Response /Critical Summary 4. Argument styles and argument development in conversation with class texts demonstrating <ul style="list-style-type: none"> • structural coherence and effective transitions • logical development • integration of sources 5. Compare and contrast including evidence of well justified choice of structure: point- by-point, block, and hybrids 6. MLA style 7. Logical Fallacies 8. Library resources and databases 9. Academic register and overall accuracy | COURSE TOPICS: Vy200 New in Vy200: 1. Multiple-Source, long, scaffolded research paper 2. Annotated Bibliography 3. Research-based Oral Presentation Review Vy100 topics 1-9 including <ul style="list-style-type: none"> • Elements of Persuasive Writing • Argumentation: Assumption, Claim, Evidence, Implication, Conclusion • Essay structure • Writing in an academic register • MLA Style • Library Sources, Source Integration and Source Documentation |

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| <p>Selected Grammar and Style Topics</p> <ol style="list-style-type: none"> 1. Language that builds common ground* 2. Understanding Vocabulary in Context * 3. Word Forms (e.g. changing noun- >verb- >adverb->adjective)* 4. Punctuation: commas, semicolons, colons, periods, capitalization 5. Subject-verb agreement* 6. Complete sentences: comma splices, run-ons, fragments 7. Compound sentences: coordination 8. Complex sentences: subordination 9. Compound-complex sentences 10. Modifiers 11.Parallelism <p>*Denotes areas of concern for non-native speakers. NOTE: These are suggested topics. Topics can be altered or deleted depending on class needs, which can be assessed through a written diagnostic.</p> | <p>Selected Grammar and Style Topics</p> <ol style="list-style-type: none"> 1. Wordiness/conciseness 2. Conditional sentences* 3. Modal verbs* 4. Tone and Register <p>Review Vy100 topics as needed</p> <p>*Denotes areas of concern for non-native speakers. NOTE: These are suggested topics. Topics can be altered or deleted depending on class needs, which can be assessed through a written diagnostic.</p> |
| <p>Public Speaking Topics</p> <p>No required assignments</p> <p>Suggested: Activities that allow students to practice class participation and overall public speaking skills including</p> <ul style="list-style-type: none"> • debates (structured and unstructured) • acting out dialogues, • short, informal presentations • whole-class and group discussion | <p>Public Speaking Topics</p> <p>Major Oral Presentation</p> <ol style="list-style-type: none"> 1. Presentation Structure 2. Accessibility and attention to audience 3. Use of presentation tools including slides, board, videoclip, handouts, etc. 4. Physical presence including voice volume, pitch, posture, gesture 5. Presenting in a group |

COURSE STRUCTURE/SCHEDULE:

Lecture:
Vy100: 2 x 90 minute periods weekly; 1 additional 90 minute period every other week
Vy200: 3 x 90 minute periods weekly

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| <p>COURSE OBJECTIVES [Course Outcomes in brackets]</p> | <ol style="list-style-type: none"> 1. Read, understand, analyze, and respond to arguments presented in texts of a variety of genres (1, 2, 3, 4 5,6,7) 2. Formulate critical and respectful expression of conflicting opinions and anticipate/provide counter-arguments (1, 2, 3, 4, 7, 8, 11) 3. Summarize, compare and synthesize complex arguments (1, 2, 3, 4, 8, 9, 10) 4. Develop sustained, level-appropriate, original arguments (1, 2, 3, 4, 10) 5. Acknowledge, attribute, and document primary and secondary sources (5, 6) 6. Identify and evaluate academic sources and engage critically with them (2, 5, 6) 7. Progressively develop fluent oral presentation skills (7, 10, 11) 8. Identify how the skills learned in the course apply to the requirements of other courses (1, 2, 3, 4, 5, 6, 7, 8, 10, 11) 9. Identify and address accuracy concerns and develop task- and content-appropriate linguistic register (8, 9, 10) 10. *Actively participate in a student-centered classroom (2, 4, 7, 8, 9, 10, 11) 11. * Develop and exhibit self-advocacy and personal responsibility as appropriate given the expectation of JI classroom culture (5, 8, 11) <p>*NOTE: Teaching objectives no. 10 and 11 are not the sole responsibility of Vy100/Vy200, but these two courses are fundamental for students' transition to a college environment.</p> |
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| COURSE OUTCOMES [Course Objectives in brackets] | <p>After completing VY100 and VY200 students should have:</p> <ol style="list-style-type: none"> 1. Read, understand, analyze and respond to texts of increasing complexity and of various genres (1, 2, 3, 4, 5, 6, 9, 10, 11) 2. Identify and respond critically and respectfully to arguments presented in academic and non-academic texts. (1, 2, 3, 4, 5, 6, 8, 10, 11) 3. Summarize, compare, and synthesize complex arguments from multiple sources (1, 3, 4, 5, 6, 9) 4. Craft original, clear, persuasive, evidence-based arguments and anticipate counterarguments (1, 2, 3, 4, 5, 6, 8, 9, 11) 5. Demonstrate understanding of academic integrity through appropriate documentation, attribution, integration of sources, paraphrasing and summarizing with signal phrases (5, 6, 8, 11) 6. Access, evaluate, select and integrate library resources, including those from electronic databases (1, 5, 6, 8) 7. Comfortably present course or research material orally; generate and engage in class discussion (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11) 8. Demonstrate understanding of academic writing conventions through appropriate rhetorical choices, and application of stylistic and formatting rules (1, 2, 3, 4, 7, 8, 9) 9. Demonstrate level-appropriate fluency and accuracy in assigned writing (1, 2, 3, 4, 9) 10. Demonstrate task- and content-appropriate linguistic register (1, 2, 3, 4, 7, 8, 9) 11. Progressively meet the expectations of the JI student-centered classroom culture (2, 4, 6, 7, 8, 10, 11) | |
| ASSESSMENT TOOLS [Course Outcomes in brackets] | <p>Vy100 *denotes assignments represented in all sections</p> <p>Participation in class or on Canvas (1, 2, 3, 7, 8, 10, 11) Short Presentations (7, 10, 11) Response Papers (1, 2, 3, 4, 5, 6, 8, 9, 10) Personal Essay (4, 5, 8, 9, 10) Critical Summary* (1, 2, 3, 4, 5, 8, 9, 10) Comparison and Contrast *(1, 2, 3, 4, 5, 6, 8, 9, 10) Argumentative Paper*(1, 2, 3, 4, 5, 6, 8, 9, 10) Quizzes (1, 3) Debates (1, 2, 3, 4, 7, 8, 10, 11)</p> | <p>Vy200 *denotes assignments represented in all sections</p> <p>Participation in class or on Canvas (1, 2, 3, 7, 8, 10, 11) Short Presentations (7, 10, 11) Major Group Presentation* (1, 2, 3, 4, 5, 6, 7, 8, 10, 11) Response Papers Research Paper* (1, 2, 3, 4, 5, 6, 8, 9, 10) Annotated Bibliography* (3, 5, 6, 8, 9, 10) Personal Essay (4, 5, 8, 9, 10) Quizzes (1, 3) Debates (1, 2, 3, 4, 7, 8, 10, 11)</p> |