

**Course Title: Academic Writing for International Students**

**Instructional Hours:** This course meets for two hours twice a week for 16 weeks, totaling 64 hours in the semester.

**Course Description:** SSALI-UPP ENGL 100i is a university-preparation, intensive academic writing course designed to equip multilingual international students with conventional academic writing skills required at an American university. The SSALI-UPP ENGL 100i course provides multilingual students whose native language is not English with practice in writing in multiple writing genres including narrative, descriptive, and persuasive texts. Students will be introduced to research and practice writing academic research essays. Students will also study advanced grammar and the vocabulary needed for writing persuasive academic essays. ENGL 100i will highlight the linguistic, cross-cultural, and pedagogical differences in preparation for their studies at a Sonoma State University, and other English-language universities and community colleges.

**Course Objectives:**

- Provide students with instruction, activities, and exercises to help them develop the skills necessary to write well-developed and well-organized academic essays that are genre and audience appropriate.
- Help students develop revision strategies and manage their revision tasks through self-reflection, peer-review, teacher feedback, and tutor feedback.
- Provide students with strategies and skills for academic research.
- Introduce students to finding, evaluating, and integrating ideas from outside sources into texts that express their own position, and to use ethical forms of referencing sources.
- Provide students with strategies and skills for reading and comprehending academic source materials.
- Help students enlarge their academic vocabulary through student-guided vocabulary learning.
- Equip students with developing self-editing skills for grammatical error awareness and practice in revising sentences for clarity and grammatical precision.
- Help students improve on areas of English grammar and style that reflect their needs through guided instruction and student-centered language learning.

**Student Learning Outcomes:** By the end of this course, students will be able to:

- Write a clearly organized, detailed narrative and comparative essay
- Write clear, detailed, vivid descriptions of real and imaginary events and experiences, signaling the relationship between ideas in coherent, connected text, following established genre conventions.
- Write a persuasive essay that develops an argument from a research question, justifies a clearly stated position, and presents research findings.
- Evaluate arguments and synthesize ideas from reliable sources to back up and refute a personal stance.
- Use appropriate language to ethically summarize, paraphrase, report, and engage in written discourse on accumulated factual information and opinions on issues in a familiar field with some confidence.

### **Course Project Assignments:**

#### **Narrative Essay:**

**Multiple Themes:** This narrative assignment is an opportunity for you to reflect on and tell the story of the process of how and why you learned to read, write, and speak English, and why you decided to live and study abroad. How has learning a second language and moving abroad changed your way of thinking; when and why did this become important to you and what does it mean for you now?

#### **Comparative Essay:**

In order to gain the ability to vividly describe both real and imaginary events, and to make the relationship between them clear, you will write an essay comparing what you would be doing in your home country right now if you had stayed home instead of studying abroad, and the life you are, living now, studying in California. Using rich details, compare the two lives, showing how they are different or similar.

#### **Annotated Bibliography:**

In order to (1) better understand how to read, analyze, and synthesize scholarly and popular sources and (2) explore a topic of interest you have chosen for your research, and seek out and annotate 4 sources related to it.

### **Persuasive Research Essay:**

You will write a research essay on a topic that you are interested in feel strongly about. First, with the help of the librarians, your peers, and your instructor, you will craft a research question related to this topic. Second, you will find sources from reliable articles and sources, read them, and practice note taking skills to support and refute your argument. Finally, you will write a persuasive research essay that informs the reader of a thesis statement supported by data and research findings.

### **Semester Portfolio & Cover Letter:**

In the final weeks of the semester, you will compile a portfolio that revisits the four course projects – including all drafts, peer reviews, and revision plans – and compose a cover letter for your portfolio that reflects on your development as a writer by reviewing your response to the feedback you received in this course, including instructor and peer comments, and summarizes the writing ideas and strategies you learned. From this summary, choose the single most impactful idea or strategy, and giving evidence from the projects in your portfolio of how you made great use of this idea or strategy throughout the course.

### **Grading:**

100-98% = A+; 97-93%=A; 92-90%=A-  
89-88%=B+; 87-83%=B; 82-80%=B-  
79-78%=C+; 77-73%=C; 70-72%=C-  
69-68%=D+; 67-63%=D; 62-60%=D-  
59% and below = F