

Reading and Writing II (Fall 2017)

Credit: 2

Tues 10:10 ~ 12:00

Instructor: Yi-Chuang E. Lin

Course Description: In this course, we aim to train our student to become an independent scholar with the skill to write persuasively and effectively. It is through the cyclical process of writing that one learns how to think critically and reason vigorously; how to formulate and pursue a question; how to develop an argument by constant problematizing and revising. We will begin with writing short essays with specific aim at analysing, defining, explanation and persuasion. Through weekly practice and review of our argument, organization, tone and style, we will eventually work our way towards finishing an extended well-researched academic paper. Students are encouraged to write weekly.

Teaching Method: Seminar Discussion, Peer-Review

Required Text:

The Element of Style

Writing: A College Handbook

Style: Ten Lessons in Clarity and Grace

The Writer's Options: Combining to Composing

Weekly Schedule

9/12 Introduction

Pre-Writing (Thinking about a Topic: brainstorming, freewriting)

The Writing Process

Reading in order to write (reading-based writing)

Reading Assignment: "Words," On Writing Well by William Zinsser

(Reading assignment: Sigmund Freud, *Beyond the Pleasure Principle*)

9/19 Formulating a Thesis

Subject and **a Focus**

Main Argument and Purpose

Tone (personal/impersonal; straightforward/ironic)

In-Class exercise and writing (approx. 1000 words, 2pages A4) Peer Review

Reading Assignment: Excerpts from Slavoj Žižek, *Living in the End Times*

9/26 Organizing Your Essay

Writing to be read; writing for a reader

Write to explain

*In-Class Writing (approx. 1000) (10%)

10/3 Revising Your Essay

“The key to effective revision is this: try to make big changes before turning to little ones”

Reading Assignment: Excerpts from *A Room of One's Own*

10/17 Methods of Development

Using Description (Analytical or Technical Description)

Using Narration (Chronological or Nonchronological Narration)

Reading Assignment: excerpts from Marcel Proust's *Swann's Way*

10/24 Methods of Development

Using Definitions

Explain by Analyzing: Classification and Division

Explaining a Process: (Teaching or Reporting a Process)

Explaining Cause and Effect

10/31 *In-Class Writing (10%) (approx. 1500)

11/7 Peer Review (10%)

11/14 Persuasion and Argument

What is an Argument?

Supporting Claims with Evidence

Giving Statements of Fact and Examples

Citing Statistics

Citing Sources and Authorities

Reading Assignment: BBC Travel Article: “Why People Think Germans Are So Efficient”

*In-Class Writing (10%) (approx. 1000)

11/21 Deduction and Induction

Deduction and Validity

Making Deductive Arguments Persuasive

Induction and Probable Conclusions

Avoiding Fallacies

Reading Assignment:

11/28 Writing Paragraphs

Paragraph and Coherence

Direction: Forecasting your main point

Signalling turns

Coherence: Using List Structure

Using Chain Structure

Emphasizing Your Main Point

Linking and Turning

Transitions between Paragraphs

12/5 *In-Class Writing First Draft (5%) (approx. 1000)

12/12 Words Choice

Editing Your Essay

Reconsidering Your Aim, General Structure, and Tone

Peer-Review (5%)

*In-Class Writing Second Draft (10%) (approx. 1500)

12/19 Making Your Sentences Rhetorically Effective

Documenting References

12/26 *In-Class Writing Third Draft (10%) (approx. 2000)

1/2 *In-Class Writing Final Draft (10%) (approx. 2000)

1/9 Final Submission (20%) (approx. 2000)