

Syllabus [2025Year 1 Term]

Course Information

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|---------------------|---|---|-----------------------|
| Course Title | Creative & Discursive Writing 2 | Credits | 3 |
| Course Code | 500860-1 | Required/Elective (For Undergraduate Courses) | Selective majors |
| Department or Major | Department of British and American Humanities | Language | English |
| Methods of Teaching | | Lecture Room | 수4,5,6/ 금1,2,3(인문301) |
| Time Allotment | Lecture(3) Experiments(0) Trainging & Practice(0) P erformance(0) Designing & Planning(0) | Cyber Lectures | |
| Course Type | offline | | |

Lecturer

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|----------|----------------------|---|------|--------------------------------------|---------------------------------|-------|
| Lecturer | Name | Christopher Henry Lange | Rank | Non-tenure track Assistant Professor | Final Academic Degree | 교육학박사 |
| | Department & college | Department of British and American Humanities | | Office | Humanities Hall 616 | |
| | Office Phone Number | 031-8005-3061 | | e-mail | christopherhlange@dankook.ac.kr | |
| | Field of Interest | | | | | |

Course Summary

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| Course Description | Creative & Discursive Writing 2 (창작과논술 2) is designed for high-intermediate to advanced university-level academic writing for English learners. This course focuses on developing rhetoric and sentence structure in a straightforward manner, using a step-by-step approach and varied practices. You will be guided through the writing process to produce well-organized, adequately developed paragraphs and essays. Explanations are simple, and numerous opportunities for practice will help you assimilate each writing skill effectively. |
| Description Related Courses | The topics listed for each writing activity are only suggestions, and ultimately will be decided by you. Group prewriting and in-class writing of first drafts will be used, as I will be available for immediate consultation. Also, I will check to make sure everyone is on the right track. Pair and group collaboration is appropriate for prewriting and editing work; however, writing is essentially an individual task even when done in class. |

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| Course Goals | The overall goal of this course is for students to produce academic-level writing through effective use of sentence structure, paragraph formation and organization, and essay development. |
| Projected Results | By the end of the semester, the students should be able to develop their writing through reasoning and critical thinking in a clear and persuasive manner. |
| Percentage of the original language classes(%) | For the most part, this course will be taught completely in English. This class uses English as the medium of instruction (EMI), so it is expected that the students taking this class are fluent English speakers. I understand that a majority of the students are not native English speakers, so I will do my best to communicate in a clear manner. If there are any issues in understanding the lesson due to any language barriers, don't hesitate to ask me to clarify anything that may be difficult for you to understand. |

Syllabus

| Times | Lecture Topic | Lecture Goals | Lecture Methods | Assignments |
|-------|--|---|--|--|
| 1 | Orientation and Introduction to the course | 1. Identify key aspects of the class 2. Gain an understanding of the class structure. 3. Write self-introduction on e-learning campus | 강의, 토의토론수업, 팀기반학습(TBL), Read all materials for Week 1. | Answer the self introduction questions and post your self introduction. |
| 2 | Chapter 1: Paragraph structure (Part 1) | 1. Identify three parts of a paragraph 2. Create a good topic for a topic sentence 3. Create a good controlling idea for a topic sentence. | 강의, 토의토론수업, 팀기반학습(TBL), Read all materials for Week 2. | In-class activities: topic sentence activity and controlling idea activity |
| 3 | Chapter 1: Paragraph structure (Part 2) | 1. Create effective supporting sentences 2. Create an effective concluding sentence 3. Combine all elements of a paragraph and write a full paragraph with all of its interacting parts | 강의, 토의토론수업, 팀기반학습(TBL), Read all materials for Week 3. | In-class activities: supporting sentence activity, concluding sentence activity, and formal paragraph activity |
| 4 | Chapter 2: Unity and Coherence (Part 1) | 1. Identify types of unity in paragraphs 2. Combine sentences to make unity | 강의, 토의토론수업, 팀기반학습(TBL), Read all materials for Week 4. | In-class activities: paragraph unity activity and paragraph coherence activity |

| Times | Lecture Topic | Lecture Goals | Lecture Methods | Assignments |
|-------|---|---|--|---|
| | | 3. Identify types of coherence in paragraphs 4. Combine sentences to make coherence | | |
| 5 | Chapter 2: Unity and Coherence (Part 2) | 1. Review types of unity in paragraphs 2. Review how to combine sentences to make unity 3. Review types of coherence in paragraphs 4. Review sentences to make coherence 5. Do prewriting for unity and coherence paragraph | 강의, 토의토론수업, 팀기반학습(TBL), Read all materials for Week 5. | In-class activities: pre-writing activity and unity and coherence paragraph activity |
| 6 | Chapter 3: Using Outside Sources (Part 1) | 1. Identify the difference between facts and opinions. 2. Use in-text citations and make a source list. 3. Incorporate direct and indirect quotations in a paragraph. 4. Incorporate statistics in a paragraph. | 강의, 토의토론수업, 팀기반학습(TBL), Read all materials for Week 6. | In-class activities: facts and opinions activity, in-text-citation activity, source list activity, direct quotation activity, indirect quotation activity, and statistical incorporation activity |
| 7 | Review Chapters 1-3 / Midterm | 1. Show example questions based on midterm format 2. Review paragraph structure 3. Review unity and coherence 4. Review supporting details | 강의, 토의토론수업, 팀기반학습(TBL), Read all materials for Week 7. | In-class activities: formal paragraph activities Submit Assignment 1 by the end of week 8. Assignment 1 will involve paragraph writing based on the information from the first half of the semester. |
| 8 | Chapter 3: Using Outside Sources (Part 2) | 1. Review the difference between facts and opinions. | 강의, 토의토론수업, 팀기반학습(TBL), R | In-class activities: supporting detail paragraph outline activity and |

| Times | Lecture Topic | Lecture Goals | Lecture Methods | Assignments |
|-------|---|---|---|--|
| | | 2. Review in-text citations and make a source list. 3. Review direct and indirect quotations in a paragraph. 4. Review statistics in a paragraph. 5. Make outline based on facts, quotes, stats, and sources | read all materials for Week 8. | supporting detail full paragraph activity |
| 9 | Chapter 4: From paragraph to essay (Part 1) | 1. Identify the difference between paragraphs and essays. 2. Choose a narrow topic for your introduction paragraph. 3. Develop a thesis statement. 4. Use the funnel technique to lead up to the thesis statement. 5. Write an introduction paragraph for an essay. | 강의, 토의토론수업, 팀기반학습(TBL), Read all materials for Week 9. | In-class activities: introduction topic activity, thesis statement activity, and funnel technique activity |
| 10 | Chapter 4: From paragraph to essay (Part 2) | 1. Review difference between paragraphs and essays 2. Review narrow topics 3. Review thesis statement 4. Review funnel technique 5. Be able to create a comprehensive essay body 6. Create a comprehensive essay conclusion | 강의, 토의토론수업, 팀기반학습(TBL), Read all materials for Week 10. | In-class activities: comprehensive body activity and comprehensive conclusion activity |

| Times | Lecture Topic | Lecture Goals | Lecture Methods | Assignments |
|-------|--|---|---|---|
| 11 | Chapter 7: Comparison / contrast essays (Part 1) | 1. Identify aspects of comparison/contrast essay 2. Use comparison/contrast signal words 3. Create cluster map to generate ideas for comparison / contrast essay | 강의, 토의토론수업, 팀기반학습(TBL), Read all materials for Week 11. | In-class activities: comparison/contrast signal words activity and cluster map activity, |
| 12 | Chapter 7: Comparison / contrast essays (Part 2) | 1. Review aspects of comparison/contrast essay 2. Review comparison/contrast signal words 3. Create outline for introduction of comparison and contrast essay 4. Create outline for the body of comparison and contrast essay 5. Create outline for conclusion of comparison and contrast essay | 강의, 토의토론수업, 팀기반학습(TBL), Read all materials for Week 12. | In-class activities: introduction outline activity, body outline activity, and conclusion outline activity |
| 13 | Chapter 9: Argumentative essays (Part 1) | 1. Identify aspects of argumentative essays 2. Use argumentative essay signal words 3. Create a thesis statement, topic sentences, and supporting details for argumentative essays 4. Develop the body for argumentative essays | 강의, 토의토론수업, 팀기반학습(TBL), Read all materials for Week 13. | In-class activities: argumentative essay signal words activity, thesis statement activity, topic sentence activity, supporting detail activity, and argumentative essay body activity |
| 14 | Chapter 9: Argumentative essays (Part 2) | 1. Review aspects of argumentative essays | 강의, 토의토론수업, 팀기반학습(TBL), R | In-class activity: argumentative essay activity |

| Times | Lecture Topic | Lecture Goals | Lecture Methods | Assignments |
|-------|--|--|---|---|
| | | 2. Review argumentative essay signal words 3. Review thesis statement, topic sentences, and supporting details for argumentative essays 4. Develop the body for argumentative essays | Read all materials for Week 14. | Submit Assignment 2 by the end of week 15. Assignment 2 will involve essay writing based on the information from the second half of the semester. |
| 15 | Final exam explanation and review / Final exam | 1. Gain an understanding of final exam format 2. Review from paragraph to essay 3. Review Comparison / contrast essays 4. Review Argumentative essays | 강의, 토의토론수업, 팀기반학습(TBL), Read all materials for Week 15. | In-class activities: essay development activity Reminder: Assignment 2 due. |

Methods of Grading

| sequence | Description | Percentage | Details |
|----------|-----------------------------|------------|---------------------------------|
| 1 | Mid-term Exam | 30% | |
| 2 | Final-exam | 30% | |
| 3 | Pop Quizzes | 0% | |
| 4 | Assignments | 20% | |
| 5 | Reports | 0% | |
| 6 | Presentations & Discussions | 0% | |
| 7 | Attendance | 10% | |
| 8 | | 0% | |
| 9 | Others | 10% | In-class work and participation |
| All | | 100% | |

Core of Value

| 핵심가치 | 전공역량 | 역량정의 | 역량구분 | 값(%) |
|----------------------------|---------------------------------------|--|------|------|
| 혁신 (Discovery) | 창의적문제해결 (Creative problem-solving) | 주어진 상황과 문제를 창의적으로 해결할 수 있는 능력 | 주역량 | 0% |
| 혁신 (Discovery) | 도전 (Challenging) | 전공 지식을 새로운 분야와 융합하고 아우를 수 있는 능력 | | 0% |
| 혁신 (Discovery) | 지식융합 (Knowledge convergence) | 새로운 분야를 개척하거나 도전적으로 임할 수 있는 능력 | 부역량 | 0% |
| 헌신 (Dedication) | 세계시민 (Universal value) | 세계 공동체 구성원으로 전공자로서 국제적 이슈에 대응할 수 있는 능력 | | 0% |
| 헌신 (Dedication) | 상호협력 (Cooperation) | 공동의 목적 달성을 위해 타인과 상호협력을 할 수 있는 능력 | | 0% |
| 헌신 (Dedication) | 공동체 (Sense of community) | 공동체의 구성원으로서 필요한 태도와 윤리의식을 가질 수 있는 능력 | 부역량 | 0% |
| 능동 (self-Determination) | 자기주도 (Self-Managing) | 주어진 상황과 문제를 주도적이고 능동적으로 해결할 수 있는 능력 | | 0% |
| 능동 (self-Determination) | 지식활용 (Knowledge application) | 주어진 상황과 문제에 대해 논리적으로 파악하고 분석할 수 있는 능력 | | 0% |
| 능동 (self-Determination) | 논리적사고 (Logical thinking) | 전공관련 지식을 필요에 따라 다양하게 적용하고 활용할 수 있는 능력 | | 0% |
| 능동 (self-Determination) | 의사소통 (Articulation) | 대화를 통해 다양한 의견을 조율하고 합의를 이끌어 낼 수 있는 능력 | | 0% |

Textbook(s) & References

| Description | Title | Author | Publisher |
|-------------------|---|--------------------------|-------------------|
| Required Textbook | Longman Academic Writing Series 4: Essays (5th Edition) | Alice Oshima / Ann Hogue | Pearson / Longman |

Memo

The curriculum for this class is based on the textbook, but additional materials will be used as well. Although the textbook is used as a framework, we will not cover the book page by page. Depending on the pace of this course,

the semester plan is subject to change. If you miss a class, please remember to check the LMS for materials and notes that were used during your absence, as they serve as a good indicator of what you will be assessed on.

Information about using generative AI: ChatGPT and other generative AI can be used for learning; however, if you submit any answers generated by ChatGPT or any other generative AI, it will be regarded as cheating (plagiarism).