湖北工業大學
HUBEI UNIVERSITY OF TECHNOLOGY

Course Title	Advanced Academic and Professional Writing
Course Code	ENGL 3201
Semester	Winter 2027
Course Length	4 Weeks, 60 Contact Hours
Credits	4
Instructor	TBA
Office	TBA
Email	TBA
Prerequisite	ENGL 1211 English Composition I

Course Description:

This is an upper-level advanced writing course intended for students with prior coursework in composition who are prepared for demanding academic and professional writing. Emphasis is placed on rhetorical awareness, analytical reading, research-based writing, revision strategies, audience adaptation, and the integration of evidence from multiple sources. Students compose sustained pieces of writing across several genres, including analytical essays, professional communication, public-facing writing, and reflective writing. The course also introduces collaborative review practices and ethical source use in contemporary writing environments.

Course Goals:

Students who successfully complete this course will demonstrate competency in the following general education core goals:

- **Critical Thinking Skills** – Students will engage in analytical thinking, demonstrating the ability to critically evaluate, synthesize, and apply knowledge to complex problems, and construct well-reasoned solutions and arguments.
- **Independent Research and Inquiry** – Students will conduct independent research, utilizing academic resources to explore relevant topics, formulating research questions, analyzing data, and presenting findings in a coherent, scholarly manner.
- **Problem-Solving and Application** – Students will apply theoretical concepts and methodologies learned in the course to real-world problems, demonstrating the ability to develop practical solutions informed by academic inquiry.
- **Global and Cultural Awareness** – Students will gain awareness of the global and cultural contexts relevant to the course, appreciating diverse perspectives and considering the implications of their studies in a broader, international context.

Student Learning Outcomes:

Upon completion of this course, students will be able to:

- Analyze rhetorical situations involving audience, purpose, genre, and context;
- Produce organized and well-supported academic and professional writing;
- Conduct research using scholarly and public sources responsibly;
- Integrate, evaluate, and document source material using standard citation practices;
- Adapt writing style and tone for specialized and non-specialized audiences;
- Apply revision and editing strategies to improve clarity, coherence, and style;
- Participate effectively in peer review and collaborative writing discussions;
- Reflect critically on personal writing processes and rhetorical choices.

Textbooks/Supplies/Materials/Equipment/ Technology or Technical Requirements:

Required Textbooks:

1) *A Writer's Reference (10th Edition)* by Diana Hacker and Nancy Sommers. Bedford/St. Martin's, 2021.

2) *From Inquiry to Academic Writing: A Text and Reader (5th Edition)* by Stuart Greene and April Lidinsky. Bedford/St. Martin's, 2021.

Recommended Supplementary Text:

1) *The Craft of Research (5th Edition)* by Wayne C. Booth et al. University of Chicago Press, 2024.

Course Requirements:

Peer Review & Workshop Participation

Students are expected to participate actively in collaborative workshops, peer review sessions, editing exercises, and in-class writing activities.

Reading Responses & Short Writing Exercises

Students complete a series of short writing activities responding to assigned readings, rhetorical situations, and workshop discussions. Tasks may include summaries, analytical responses, exploratory reflections, audience analysis exercises, and rhetorical critiques.

Rhetorical Analysis Essay

Students write an analytical essay examining how a selected text or media piece communicates with its intended audience. The assignment emphasizes rhetorical strategies, organizational structure, use of evidence, stylistic choices, and persuasive effectiveness.

Exploratory Research Portfolio

Students investigate an open-ended research question through exploratory writing and source analysis. The portfolio includes a proposal, annotated bibliography, exploratory reflections, and source evaluations.

Research-Based Argument Paper

Students produce a substantial research-supported argument addressing an academic, social, cultural, or professional issue. The project requires integration of

scholarly sources, development of a contestable claim, structured reasoning, acknowledgment of alternative viewpoints, and revision through workshop feedback. Clear organization, evidence-based analysis, and rhetorical effectiveness are central evaluation criteria.

Research Presentation
Students deliver an individual oral presentation based on their developing research project. Presentations should communicate the research question, major findings, supporting evidence, and significance of the topic while demonstrating effective organization, audience awareness, and visual support strategies. Peer feedback and discussion are incorporated into the presentation process.

Revision Portfolio and Reflective Essay
At the end of the semester, students submit a portfolio containing revised major assignments and a reflective essay discussing their writing development. Evaluation is based on changes in rhetorical awareness, revision habits, research strategies, and writing processes across different genres and audiences.

Assessments: Activity	**Percent Contribution**
Reading Responses & Short Writing Exercises	15%
Rhetorical Analysis Essay	15%
Exploratory Research Portfolio	20%
Research-Based Argument Paper	25%
Research Presentation	10%
Revision Portfolio and Reflective Essay	15%

Grading:

Final grades will be based on the sum of all possible course points as noted above.

Grade	**Percentage of available points**
A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D	64-69
D-	60-63
F	0-59

Course Schedule:
The schedule of activities is subject to change at the reasonable discretion of the instructor. Minor changes will be announced in class, major ones provided in writing.

ENGL 3201 Schedule		
Lecture	Topic	Readings
L1	Introduction to Academic Writing and Inquiry	*Stuart* Ch. 1

L2	Academic Writing as Conversation and Process	*Stuart* Ch. 1
L3	Critical Reading and Annotation Strategies	*Stuart* Ch. 2
L4	Rhetorical Analysis: Audience, Genre, Purpose and Appeals	*Stuart* Ch. 2
L5	Writing Effective Summaries and Paraphrases	*Stuart* Ch. 3
L6	Integrating Quotations and Avoiding Plagiarism	*Diana* MLA-2, MLA-3; APA-2
L7	Identifying Claims and Evaluating Arguments	*Stuart* Ch. 4
L8	Logical Fallacies, Counterarguments, and Evidence	*Stuart* Ch. 4; *Diana* A4
L9	From Topics to Inquiry Questions	*Stuart* Ch. 5
L10	Thesis Development and Contextual Framing	*Stuart* Ch. 6; *Diana* C1-c
L11	Organizing Academic Essays and Paragraph Structure	*Diana* C2, C3
L12	Research Strategies and Database Searching **Rhetorical Analysis Essay Due**	*Stuart* Ch. 7; *Diana* R1
L13	Evaluating Scholarly and Web-Based Sources	*Stuart* Ch. 7; *Diana* R3
L14	Annotated Bibliographies and Research Planning	*Diana* R3-d
L15	Writing Synthesis Essays and Source Conversations	*Stuart* Ch. 8
L16	Integrating Sources and Signal Phrases **Exploratory Research Portfolio Due**	*Diana* MLA-3c, APA-3c
L17	Ethos, Pathos, and Logos in Academic Arguments	*Stuart* Ch. 9
L18	Developing Researched Arguments	*Diana* A4
L19	Visual and Multimodal Rhetoric Public-facing and Multimodal Writing	*Stuart* Ch. 10; *Diana* A2
L20	Using Visuals, Tables, and Graphs in Writing	*Stuart* Ch. 10
L21	Introductions, Conclusions, and Coherent Development	*Stuart* Ch. 11
L22	Revision Strategies and Peer Review Workshop	*Stuart* Ch. 12; *Diana* C4
L23	Style, Word Choice, and Editing **Research-Based Argument Paper Due**	*Diana* S, W, G
L24	Academic Presentations and Oral Communication	*Diana* A5; *Stuart* Ch. 13
L25	Final Research Presentations and Reflective Portfolio Discussion **Revision Portfolio and Reflective Essay Due**	*Diana* C5, A6

Accommodation Statement

Academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow.

Academic Integrity Statement

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet the standards. Any student

judged to have engaged in academic dishonesty in coursework may receive a reduced or failing grade for the work in question and/or for the course.

Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.

Other Items:

Attendance and Expectations
All students are required to attend every class, except in cases of illness, serious family concerns, or other major problems. We expect that students will arrive on time, be prepared to listen and participate as appropriate, and stay for the duration of a meeting rather than drift in or out casually. In short, we anticipate that students will show professors and fellow students maximum consideration by minimizing the disturbances that cause interruptions in the learning process. This means that punctuality is a must, that cellular phones be turned off, and that courtesy is the guiding principle in all exchanges among students and faculty. You will be responsible for the materials and ideas presented in the lecture.

Assignment Due Dates
All written assignments must be turned in at the time specified. Late assignments will not be accepted unless prior information has been obtained from the instructor. If you believe you have extenuating circumstances, please contact the instructor as soon as possible.

Make-Up Work
The instructor will not provide students with class information or make-up assignments/quizzes/exams missed due to an unexcused absence. Absences will be excused and assignments/quizzes/exams may be made up only with written documentation of an authorized absence. Every effort should be made to avoid scheduling appointments during class. An excused student is responsible for requesting any missed information from the instructor and setting up any necessary appointments outside of class.

Access, Special Needs, and Disabilities
Please notify the instructor at the start of the semester if you have any documented disabilities, a medical issue, or any special circumstances that require attention, and the school will be happy to assist.