

EN2720: PERSUASIVE WRITING

Effective Term

Semester A 2024/25

Part I Course Overview

Course Title

Persuasive Writing

Subject Code

EN - English

Course Number

2720

Academic Unit

English (EN)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to provide a practical introduction to persuasive writing in English across multiple creative and critical genres. Students will reflect on different strategies for rhetoric and composition as well as examine important topics such

as the relationship between writer and audience, psychological aspects of persuasion, lexical and syntactical components of persuasion, and the development and organisation of an argument across all stages of the writing process. Relevant examples of persuasive writing from areas such as academia, politics, philosophy, media, law, branding, and image management will be studied, and students will analyse these texts as a means by which to develop their own skills as persuasive communicators. Students will engage with a wide range of readings and cultural forms as well as produce several pieces of persuasive, argumentative, and creative writing.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Identify and put into practice relevant theories and techniques of rhetoric/composition across a range of writing genres.		x	x	x
2	Critically analyse historical and contemporary persuasive texts to develop an understanding of persuasive writing.		x	x	
3	Independently manage each stage of the writing process from pre-writing to self-reflective evaluation and diagnosis.		x	x	x
4	Produce compelling persuasive and analytical texts in a variety of genres.		x	x	x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Lecture	Students will participate in interactive lectures that introduce relevant theories of rhetoric/composition, writing strategies, and examples of persuasive texts.	1, 2, 3, 4	
2	Seminar discussion and reading analysis	Students will analyse and reflect upon an array of persuasive texts in small group and whole-class settings.	1, 2, 3, 4	

3	Peer-review meetings and discussion	Students will participate in small peer-review groups, both during and outside of class. They will read and respond to one another's writing as a way to reflect upon and develop various stages of the writing process.	1, 2, 3, 4	
4	Portfolio Development	Students will document and reflect upon learning through the creation of a persuasive writing portfolio that draws upon formative feedback from both their peer-review group and from the instructor.	1, 2, 3, 4	

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Critical essay	1, 2, 3	35	Students will write an argumentative or analytical essay that engages with course materials.
2	Formative Portfolio Submission 1	1, 2, 3, 4	10	Students will write and submit one recent portfolio piece for formative assessment.
3	Formative Portfolio Submission 2	1, 2, 3, 4	15	Students will write and submit one recent portfolio piece for formative assessment.
4	Participation	1, 2, 3, 4	10	
5	Final Portfolio Submission	1, 2, 3, 4	30	Students will write and submit a collection of persuasive/argumentative writing that has been developed following formative feedback from the peer-review group and instructor. Students will also include a short reflective response describing how these pieces have been developed and refined.

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

1. Critical Essay

Criterion

Knowledge (20%)

Excellent (A+, A, A-)

Excellent understanding of relevant theories and concepts

Good (B+, B, B-)

Good understanding of relevant theories and concepts

Fair (C+, C, C-)

Adequate understanding of relevant theories and concepts

Marginal (D)

Marginal understanding of relevant theories and concepts

Failure (F)

No understanding of relevant theories and concepts

Assessment Task

1. Critical Essay

Criterion

Awareness of persuasive techniques (20%)

Excellent (A+, A, A-)

Excellent understanding of how persuasive techniques are used by the writer

Good (B+, B, B-)

Good understanding of how persuasive techniques are used by the writer

Fair (C+, C, C-)

Adequate understanding of how persuasive techniques are used by the writer

Marginal (D)

Limited understanding of how persuasive techniques are used by the writer

Failure (F)

No understanding of how persuasive techniques are used by the writer

Assessment Task

1. Critical Essay

Criterion

Critical analysis (20%)

Excellent (A+, A, A-)

Excellent critical analysis of persuasive techniques used in the text

Good (B+, B, B-)

Good critical analysis of persuasive techniques used in the text

Fair (C+, C, C-)

Adequate critical analysis of persuasive techniques used in the text

Marginal (D)

Limited critical analysis of persuasive techniques used in the text

Failure (F)

No critical analysis of persuasive techniques used in the text

Assessment Task

1. Critical Essay

Criterion

Organisation and development (20%)

Excellent (A+, A, A-)

Excellent development and structure of analysis

Good (B+, B, B-)

Good development and structure of analysis

Fair (C+, C, C-)

Adequate development and structure of analysis

Marginal (D)

Limited development and ineffective structure of analysis

Failure (F)

No development or organisational structure

Assessment Task

1. Critical Essay

Criterion

Language (20%)

Excellent (A+, A, A-)

Excellent English language usage with minimal errors

Good (B+, B, B-)

Good English language usage with minimal errors

Fair (C+, C, C-)

Adequate English language usage with numerous errors

Marginal (D)

Weak English language usage with numerous errors that limit understanding

Failure (F)

Serious issues with English language usage and/or extensive errors that limit understanding.

Assessment Task

2. Formative Portfolio Submissions

Criterion

Topic (20%)

Excellent (A+, A, A-)

Excellent selection of topic with a clear persuasive element

Good (B+, B, B-)

Good selection of topic with a clear persuasive element

Fair (C+, C, C-)

Adequate selection of topic with a limited persuasive element

Marginal (D)

Weak selection of topic with limited persuasive element

Failure (F)

Weak selection of topic with no persuasive element

Assessment Task

2. Formative Portfolio Submissions

Criterion

Application of persuasive techniques (20%)

Excellent (A+, A, A-)

Excellent use of relevant persuasive writing techniques

Good (B+, B, B-)

Good use of relevant persuasive writing techniques

Fair (C+, C, C-)

Adequate use of relevant persuasive writing techniques

Marginal (D)

Limited use of relevant persuasive writing techniques

Failure (F)

No use of relevant persuasive writing techniques

Assessment Task

2. Formative Portfolio Submissions

Criterion

Task fulfilment (20%)

Excellent (A+, A, A-)

A highly persuasive text, which shows outstanding understanding of audience

Good (B+, B, B-)

A largely persuasive text, which shows a good understanding of audience

Fair (C+, C, C-)

A somewhat persuasive text, which shows some understanding of audience

Marginal (D)

A text with limited persuasiveness, and minimal understanding of audience

Failure (F)

An unpersuasive text with no understanding of audience

Assessment Task

2. Formative Portfolio Submissions

Criterion

Organisation and development (20%)

Excellent (A+, A, A-)

Excellent development and structure of persuasive writing

Good (B+, B, B-)

Good development and structure of persuasive writing

Fair (C+, C, C-)

Adequate development and structure of persuasive writing

Marginal (D)

Limited development and structure of persuasive writing

Failure (F)

No development or clear structure

Assessment Task

2. Formative Portfolio Submissions

Criterion

Language (20%)

Excellent (A+, A, A-)

Excellent English language usage with minimal errors

Good (B+, B, B-)

Good English language usage with minimal errors

Fair (C+, C, C-)

Adequate English language usage with numerous errors.

Marginal (D)

Weak English language usage with numerous errors that limit understanding

Failure (F)

Serious issues with English language usage and/or extensive errors that limit understanding

Assessment Task

3. Final Portfolio Submission

Criterion

Topic (20%)

Excellent (A+, A, A-)

All entries show an excellent selection of topic with a clear persuasive element

Good (B+, B, B-)

All entries show a good selection of topic with a clear persuasive element

Fair (C+, C, C-)

Most entries show an adequate selection of topic with a limited persuasive element

Marginal (D)

Most entries show a weak selection of topic with limited persuasive element

Failure (F)

All entries show a weak selection of topic with no persuasive element

Assessment Task

3. Final Portfolio Submission

Criterion

Application of persuasive techniques (20%)

Excellent (A+, A, A-)

All entries show an excellent use of relevant persuasive writing techniques

Good (B+, B, B-)

All entries show a good use of relevant persuasive writing techniques

Fair (C+, C, C-)

Most entries show an adequate use of relevant persuasive writing techniques

Marginal (D)

Most entries show a limited use of relevant persuasive writing techniques

Failure (F)

No entries show relevant persuasive writing techniques

Assessment Task

3. Final Portfolio Submission

Criterion

Task fulfilment (20%)

Excellent (A+, A, A-)

All entries are highly persuasive and show outstanding understanding of audience

Good (B+, B, B-)

All entries are largely persuasive and show a good understanding of audience

Fair (C+, C, C-)

Most entries are somewhat persuasive and show some understanding of audience

Marginal (D)

Most entries are limited in persuasiveness with a minimal understanding of audience

Failure (F)

All entries are unpersuasive and show no understanding of audience

Assessment Task

3. Final Portfolio Submission

Criterion

Organisation and development (20%)

Excellent (A+, A, A-)

All entries show excellent development and structure of persuasive writing

Good (B+, B, B-)

All entries show good development and structure of persuasive writing

Fair (C+, C, C-)

Most entries show adequate development and structure of persuasive writing

Marginal (D)

Most entries have limited development and structure of persuasive writing

Failure (F)

All entries are seriously lacking in development and clear structure

Assessment Task

3. Final Portfolio Submission

Criterion

Language (20%)

Excellent (A+, A, A-)

All entries use excellent English with minimal errors

Good (B+, B, B-)

All entries use good English with minimal errors

Fair (C+, C, C-)

All entries use adequate English with numerous errors

Marginal (D)

Most entries use weak English with numerous errors that limit understanding

Failure (F)

All entries have serious issues with English and/or extensive errors that limit understanding

Assessment Task

4 . Participation

Criterion

Quality and depth of engagement with text and/or other classmates

Excellent (A+, A, A-)

Extremely insightful, thoughtful, and creative engagement with text/classmates comments

Good (B+, B, B-)

Very insightful, thoughtful, and creative engagement with text/classmates comments

Fair (C+, C, C-)

Rather insightful, thoughtful, and creative engagement with text/classmates comments

Marginal (D)

Not very insightful, thoughtful, and creative engagement with text/classmates comments

Failure (F)

Lacking in insightful, thoughtful, and creative engagement with text/classmates comments

Part III Other Information**Keyword Syllabus**

persuasion, rhetoric, writing, audience, structure, influence, psychology, syntax, lexis,

Reading List**Compulsory Readings**

Title	
1	Critical Passages: Teaching the Transition to College Composition by Kristen Dombek and Scott Herndon (excerpted chapters)

Additional Readings

Title	
1	Michael Austin, Reading the World: Ideas that Matter (New York: Norton, 2015).
2	Cialdini, Robert, Influence: The Psychology of Persuasion (New York: Harper, 1984).
3	Killingsworth, M. Jimmie, Appeals in Modern Rhetoric (Carbondale, IL: Southern Illinois UP, 2005).
4	Frederick, Peter, Persuasive Writing: How to Harness the Power of Words (London: Prentice Hall, 2011).
5	Silvia, Paul. (2007). How to Write a Lot. APA.

6	Silvia, Paul. (2014). Write It Up. Chicago.
7	Pinker, Steven. (2014). The sense of style. The thinking person' s guide to writing in the 21st century. Penguin.
8	Douglas, Yellowlees. (2015). The Reader' s Brain. How Neuroscience Can Make You A Better Writer. Cambridge University Press.
9	Billig, Michael. (2014). Learn to Write Badly. How to Succeed in the Social Sciences. Cambridge University Press.
10	Hayot, Eric. The Elements of Academic Style. Columbia University Press. 2014.