



Lincoln University
English 82A – Written Communication I
Course Syllabus

Course: Written Communication I
Department and number: English 82A
Prerequisites/Co-requisites: None
Semester: Fall 2017 – Thursdays, 9:00-11:45
Credit: 3 units, 45 lecture hours

Instructor: Dr. Sylvia Y. Schoemaker Rippel
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Course Description

(Current University Catalog Description)
Eng. 82A & 82B - Written Communication I & II

First term: A thorough study of grammar and the fundamentals of composition. Practice in writing themes, book reviews and other short papers is given. Particular attention is directed toward sentence structure, syntax, and general rhetorical principles. Second term: Critical reading and evaluation of selected texts and writings; composition of well-organized expository papers; a careful consideration of methods of research, organization in a clear, logical manner and other elements involved in writing research papers. (3 + 3 units)

Objectives

Students will develop their writing skills for academic, professional, and socio-cultural purposes, in mode-centered essay writing. Students will learn editing, documentation skills, use of pre, during, and post writing strategies, topic mapping and other resources

Students will demonstrate written communication skills in writing and presenting their essays for personal, peer and instructor evaluation based on established rubrics, including competencies in planning, drafting, editing, and documentation skills.

Learning Outcomes and Assessment Activities

	Course Learning Outcome Successful students are able to:	Assessment Activities As demonstrated by successful completion of or participation in:
1	Demonstrate progressive development of writing skills for academic, professional, and socio-cultural purposes, using skillful application of critical and creative thinking strategies in the pre, during, and post writing process	Completed written work, demonstrating communicative competencies in content, form, style, grammar, mechanics Oral presentations Class discussion Peer evaluation ePortfolio Instructor evaluation
2	Appropriately use topic specification, writing planning, researching, design, development, editing, and documentation	Mode-centered, audience-oriented, well-executed grammatically and stylistically, punctually presented writing in assigned weekly homework and course essay writing
3	Apply topic mapping and other writing development resources	Completed written work
4	Demonstrate written communication skills in writing and presenting essays for personal, peer and instructor evaluation	Completed written work Peer evaluation Instructor evaluation
5	Compose well-organized written communications suitable for personal, academic, and professional purposes	Assigned essays Completed written work Peer evaluation Instructor evaluation

Instructional Materials and References

Required Text:

VanderMey, R., Meyer, V., Van Rys, J. & Sebranek, P. (2015). *The college writer: A guide to thinking, writing, and researching* (5th ed.). Boston: Houghton Mifflin. · (ISBN-10: 1285437950 ISBN-13: 9781285437958)

Recommended texts and other resources:

Writer's handbook, online guides and reference tools (to be announced)

Student text site:

http://college.cengage.com/english/vandermey/college_writer/1e/students/index.html

Instructional Methodology

The course sessions will include lectures, A/V-augmented presentations (text-based and other topically related slides and relevant audio/video/web resources), written and oral classroom exercises and readings applying course concepts, small group and classroom discussions, student presentations of individual and group assignments based on course units, with emphasis on student engagement in learning by doing.

Student Responsibilities

Students are expected to consistently attend class punctually and fully (arriving on time and leaving the classroom only at the scheduled break and end times). Successful students participate in individual and group work in a productive manner, prepare and perform well on tests, complete assignments according to schedule and at a level appropriate to university rubrics, and take personal responsibility for meeting the objectives of the course.

Topical Outline

English 82A covers the aspects of composing well-organized written communications. The core of the course will emphasize practice in organizing ideas in a clear, logical manner and other elements involved in writing papers in descriptive, narrative, analytical, and persuasive rhetorical contexts. Student and professional writing models will be used throughout the units.

Homework Assignments

Students will complete three essays: descriptive/reflective, informative, and persuasive. In addition, for each of the course assignments, students will do the following:

- Read and reflect on assigned units as outlined on the course schedule.
- Review and respond to the assignments in writing (a brief paragraph or two). In your response, outline the key questions and answers generated by your reading and reflection.
- Email your assignments to me at profsylvia@gmail.com.

Midterm and final review ePortfolio/PowerPoint presentations will be based on your course work.

Schedule

Session	Date	Unit
1	24-Aug	1 Intro Assignments and readings are from <i>The College Writer</i> (TCW) -- Each chapter contains an Intro, an Overview, Guidelines, Example Readings, and Writing Checklist/Activities) Selected Model readings will be given in class.
2	31-Aug	I. A Rhetoric: College Student's Guide to Writing Brief Overview Chapters I. Reading, Thinking, Viewing, and Writing 1. Critical Thinking The Writing Process 2. Beginning the Writing Process 3. Planning
3	7-Sep	4. Drafting 5. Revising 6. Editing and Proofreading 7. Submitting, Writing, and Creating Portfolios The College Essay 8. One Writer's Process 9. Forms of College Writing 10. Narration, Description, and Reflection
4	14-Sep	Unit I (Narrative, Descriptive, and Reflective Writing) Paper Due -- Review & Presentations

5	21-Sep	Unit II -- Analytical Writing 11. Cause and Effect. Strategies for Cause-Effect Essays. Sample Cause-Effect Essays.
6	28-Sep	12. Comparison and Contrast. Strategies for Comparison-Contrast Essays. Sample Comparison-Contrast Essays.
7	5-Oct	13. Classification. Strategies for Classification Essays. Sample Classification Essays. 14. Process. Strategies for Process Essays. Sample Process Essays.
8	8-Oct	Midterm
9	12-Oct	15. Definition. Strategies for Definition Essays. Sample Definition Essays.
10	26-Oct	16. Reading Literature: A Case Study in Analysis. Strategies for Analyzing Literature and the Arts. Approaches to Literary Analysis.
11	2-Nov	Unit II (Analytical Writing) Paper Due Unit III Persuasive Writing 17. Strategies for Argumentation and Persuasion.
12	9-Nov	18. Taking a Position
13	16-Nov	19. Persuading Readers to Act
	23-Nov	Fall Recess (Nov 21-25)
14	30-Nov	Unit III (Persuasive Writing) Paper Due –Presentations
15	7-Dec	Final

Assessment Criteria & Method of Evaluating Students

Students will demonstrate their level of proficiency and achievement through appropriate and accurate application of written communication theory and skills. Assessments of improved competence in writing descriptive, narrative, informative, and persuasive essays and personal and peer evaluations and reflections are fundamental to the grades attained.

Items	Points
Class Work: oral and written exercises	20
Midterm	25
E-Portfolio I, II	10
Presentations	10
Final exam	35
Total	100

Points	Grade
100-95	A
94-90	A-
89-87	B+
86-84	B
83-80	B-
79-77	C+
76-74	C
73-70	C-
69-65	D+
64-60	D
59 or less	F

Please note:

Revisions to the schedule will be announced in class as needed. Class attendance is required. Required textbooks must be obtained as soon as possible and brought to class for each session. Class participation is required for enhanced learning through applied content, group interactions, and individual and small group presentations. Plagiarized content is strictly prohibited: Researched materials must be documented using a consistent style for both in-text and end-text citations of sources using the published standards of the most recent subject-appropriate style guide, such as APA (social sciences) or MLA (humanities), for example. Missed exams and assignments require certified excuses (signed documentation by an appropriate medical or other official representative). With documentation, a makeup exam may be scheduled. Electronics are not allowed during exams. Cell phones should not be active during class sessions.

Revised: 8/2017

Appendix. Program and Institutional Learning Outcomes.

Institutional Learning Outcomes (ILOs)	
<i>Graduates of the BA program of Lincoln University should be able to:</i>	
1a	Develop the habits and skills necessary for processing information based on intellectual commitment, and using these skills to guide behavior.
2a	Raise important questions and problems, and formulate them clearly and precisely in oral or written communication
3a	Act with dignity and follow the principles concerning the quality of life of all people, recognizing an obligation to protect fundamental human rights and to respect the diversity of all cultures.
4a	Focus on individual and organizational benefits; communicate to co-workers and company's leadership in facilitation of collaborative environment; to be honest and transparent with regard to their work, and to be respectful of the work of others.
5a	Display sincerity and integrity in all their actions, which should be based on reason and moral principles; to inspire others by showing mental and spiritual endurance
6a	Show creativity by thinking of new and better goals, ideas, and solutions to problems; to be resourceful problem solvers.
7a	Define and explain the boundaries, divisions, styles and practices of the field, and define and properly use the principal terms in the field

Program Level Outcomes (PLOs)	
<i>Students completing General Education courses in BA program will be able to:</i>	
1	Demonstrate proficiency in college-level mathematics, English, sciences, humanities, and social sciences.
2	Represent mathematical information symbolically, visually, numerically, and verbally. Being able to interpret and apply arithmetical, algebraic, and geometric methods to solve problems.
3	Communicate effectively in multiple creative and academic writing genres by applying Standard American English.
4	Think critically and apply common sense in approaching and solving real-world problems.
5	Demonstrate proficiency in skills that sustain lifelong learning, particularly to think critically and responsibly in assessing, evaluating, and integrating information.
6	Understand the responsibilities of active citizenship, community engagement, and social responsibility.

Institutional Learning Outcomes (ILOs)

Graduates of the BS program of Lincoln University should be able to:

1a	Develop the habits and skills necessary for processing information based on intellectual commitment, and using these skills to guide behavior.
2a	Raise important questions and problems, and formulate them clearly and precisely in oral or written communication
3a	Act with dignity and follow the principles concerning the quality of life of all people, recognizing an obligation to protect fundamental human rights and to respect the diversity of all cultures.
4a	Focus on individual and organizational benefits; communicate to co-workers and company's leadership in facilitation of collaborative environment; to be honest and transparent with regard to their work, and to be respectful of the work of others.
5a	Display sincerity and integrity in all their actions, which should be based on reason and moral principles; to inspire others by showing mental and spiritual endurance
6a	Show creativity by thinking of new and better goals, ideas, and solutions to problems; to be resourceful problem solvers.
7a	Define and explain the boundaries, divisions, styles and practices of the field, and define and properly use the principal terms in the field

Program Level Outcomes (PLOs)

Students completing General Education courses in BS program will be able to:

1	Demonstrate proficiency in college-level mathematics, English, sciences, humanities, and social sciences.
2	Being able to interpret and apply arithmetical, algebraic, and statistical methods to solve problems
3	Communicate effectively in diagnostic field by applying Standard American English. Be able to use appropriate terminology accepted in DI field.
4	Think critically and apply common sense in approaching and solving DI and real-world problems.
5	Demonstrate proficiency in skills that sustain lifelong learning, particularly to think critically and responsibly. Be able to evaluate and integrate DI information.
6	Understand the responsibilities of active citizenship, community engagement, and social responsibility.
7	Develop basic understanding of bioethics' standards acceptable in the field of diagnostic imaging.