



Lincoln University

Course Syllabus

COURSE: Written Communication I

Department and number: **English 82A**

Semester: Spring 2017 – Tuesdays, 9:00-11:45A

Credit: 3 units, 45 lecture hours

Instructor: Dr. Sylvia Y. Schoemaker Rippel

Office hours and location: T, Th 11:45-12:30 and by arrangement, room 308

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Course-related email for the semester: profsylvia@gmail.com

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)

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

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.

Instructional Methods

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 engaging students 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	17-Jan	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	24-Jan	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	31-Jan	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	7-Feb	Unit I (Narrative, Descriptive, and Reflective Writing) Paper Due -- Review & Presentations
5	14-Feb	Unit II -- Analytical Writing 11. Cause and Effect. Strategies for Cause-Effect Essays. Sample Cause-Effect Essays.
6	21-Feb	12. Comparison and Contrast. Strategies for Comparison-Contrast Essays. Sample Comparison-Contrast Essays.
7	28-Feb	13. Classification. Strategies for Classification Essays. Sample Classification Essays. 14. Process. Strategies for Process Essays. Sample Process Essays.
8	7-Mar	MIDTERM
		SPRING RECESS 3/14-3/18
9	21-Mar	15. Definition. Strategies for Definition Essays. Sample Definition Essays.
10	28-Mar	16. Reading Literature: A Case Study in Analysis. Strategies for Analyzing Literature and the Arts. Approaches to Literary Analysis.
11	4-Apr	Unit II (Analytical Writing) Paper Due Unit III Persuasive Writing 17. Strategies for Argumentation and Persuasion.
12	11-Apr	18. Taking a Position
13	18-Apr	19. Persuading Readers to Act
14	25-Apr	Unit III (Persuasive Writing) Paper Due --Presentations
15	2-May	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 should be obtained as soon as possible and brought to class for each session. Class participation is encouraged 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 12/16