



## Lincoln University

### English 82A – Written Communication I Course Syllabus

Course Title: Written Communication I  
Course Number: English 82A  
Class Schedule: Thursdays, 9:00-11:45  
Credit: 3 units  
Lecture hours: 45 hours / 15 weeks  
Prerequisite(s): None  
Co-requisite(s): None  
Level: Introductory (I)

Instructor: Dr. Sylvia Y. Schoemaker Rippel  
Office hours and location: Tuesday and Thursday 11:45-12:30 PM and by arrangement, room 308  
Instructor University email: [sysr@lincolnuca.edu](mailto:sysr@lincolnuca.edu)  
Course-related email: [profsylvia@gmail.com](mailto:profsylvia@gmail.com)

*Course blog and other content to be announced in class*

### Course Catalog Description

#### ENG. 82A - WRITTEN COMMUNICATION I

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. (3 units)

### Educational 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.

## Course Learning Outcomes

	<b>Course Learning Outcome</b>  <i>Successful students are able to:</i>	<b>Program Learning Outcome</b>	<b>Institutional Learning Outcomes</b>	<b>Assessment Activities</b> <i>As demonstrated by successful completion of and/ or participation in coursework and beyond.</i>
1	Develop writing skills for academic, professional, and socio-cultural purposes	PLO 1	ILO 1a, ILO 7a	Successfully completed written assignments mode-centered, audience-oriented, well-formed writing
2	Appropriately use topic specification, writing planning, researching, design, development, editing, and documentation			Mode-centered, audience-oriented, well-executed grammatically and stylistically, punctually presented essay writing
3	Use pre, during, and post writing strategies			Completed written work Peer evaluation Instructor evaluation
4	Apply topic mapping and other resources			Completed written work
5	Demonstrate written communication skills in writing and presenting their essays for personal, peer and instructor evaluation	PLO 3	ILO 2a, ILO 6a	Completed written work Peer evaluation Instructor evaluation
6	Demonstrate achieved competencies in planning, drafting, editing, and documentation skills.	PLO 4	ILO 1a	Assigned essays Completed written work Peer evaluation Instructor evaluation
7	Compose well-organized written communications suitable for personal, academic, and professional purposes	PLO 5	ILO 3a, ILO 4a	Assigned essays Completed written work Peer evaluation Instructor evaluation

Detailed description of learning outcomes and information about the assessment procedure are available at the [Center for Teaching and Learning](http://ctl.lincolnuca.edu) website (ctl.lincolnuca.edu).

## 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](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.

Assignments and projects require students to actively use resources of the library. Detailed guides to *library resources* as well as the description of Lincoln University approach to *information literacy* are available at the [Center for Teaching and Learning](http://ctl.lincolnuca.edu) website ([ctl.lincolnuca.edu](http://ctl.lincolnuca.edu)).

## **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](mailto:profsylvia@gmail.com).

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

## Schedule

Session	Date	Unit
1	8/20/18	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	8/30/18	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	9/6/18	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	9/13/18	Unit I (Narrative, Descriptive, and Reflective Writing) Paper Due -- Review & Presentations
<b>5</b>	9/20/18	Unit II -- Analytical Writing 11. Cause and Effect. Strategies for Cause-Effect Essays. Sample Cause-Effect Essays.
<b>6</b>	9/27/18	12. Comparison and Contrast. Strategies for Comparison-Contrast Essays. Sample Comparison-Contrast Essays.
<b>7</b>	10/4/18	13. Classification. Strategies for Classification Essays. Sample Classification Essays. 14. Process. Strategies for Process Essays. Sample Process Essays.
<b>8</b>	10/11/18	Midterm
<b>9</b>	10/18/18	15. Definition. Strategies for Definition Essays. Sample Definition Essays.
<b>10</b>	10/25/15	16. Reading Literature: A Case Study in Analysis. Strategies for Analyzing Literature and the Arts. Approaches to Literary Analysis.
<b>11</b>	11/1/18	Unit II (Analytical Writing ) Paper Due Unit III Persuasive Writing 17. Strategies for Argumentation and Persuasion.
<b>12</b>	11/8/18	18. Taking a Position
<b>13</b>	11/15/18	19. Persuading Readers to Act

		Fall Recess (Nov 20-24)
<b>14</b>	11/29/18	Unit III (Persuasive Writing) Paper Due –Presentations
<b>15</b>	12/6/18	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.

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

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

### 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: 8/18**