



Lincoln University

COURSE SYLLABUS-SPRING 2018

Course Title: Written Communication II
Course Number: English 82B
Class Schedule: Thursdays, 12:30 PM - 3:15 PM
Credit: 3 Units
Lecture hours: 45 hours / 15 weeks
Prerequisite(s): None
Co-requisites: None
Level: Introductory (I)

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

Course blog and other content to be announced in class.

Course Catalog Description

ENG 82B - WRITTEN COMMUNICATION II
The course includes 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 units)

Educational Objectives

Students will develop their writing skills for personal, academic, professional, and socio-cultural purposes, in context-centered writing. Learning objectives include enhanced ability in all phases of writing, including planning, developing, editing, and presenting. With a focus on best practices in contemporary communication methods and effective use of online and offline resources, students will gain competencies needed for success with their own composition process and results as needed in a variety of functional contexts.

Course Learning Outcomes

	Course Learning Outcome <i>Successful students are able to:</i>	Program Learning Outcome	Institutional Learning Outcomes	Assessment Activities <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,	PLO 5	ILO 3a, ILO 4a	Assigned essays Completed written work

	academic, and professional purposes			Peer evaluation Instructor evaluation
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Instructional Materials and References

Required Texts

VanderMey, R. (2012). *The college writer: A guide to thinking, writing, and researching* (4th ed.). Boston, Mass.: Wadsworth Cengage Learning. (TCW)
ISBN 9780495915836

Jack, J., & Pryal, K. (2016). *How writing works: A guide to composing genres*. New York, NY: Oxford University Press. (HWW)
ISBN 9780199859856

Companion Website:

[How Writing Works Site](#)

Vandermey site:

http://college.cengage.com/english/vandermey/college_writer/4e/students/index.html

Topical Outline

English 82B covers the aspects of composing well-organized written communications in functional contexts. The core of the course will emphasize practice in organizing ideas in a clear, logical manner and other elements involved in writing papers in various applied contexts.

Topics include: writing development based on critical reading and evaluation of both student and professional writing. Review of the foundation for writing in personal, academic, and professional contexts.

Assignments

For each of the units (as well as additional assignments given in class), students will do the following by the date listed on the schedule below:

Read assigned materials with care and understanding.

Respond to the main points of each chapter assigned by listing three or four key questions with answers (no more than two or three sentences each).

Reflect on the unit in writing (a brief paragraph or two).

Email your unit and chapter assignments to me at profsylvia@gmail.com, before the date on the schedule.

Unit essays will be required as per the course schedule. For midterm and final review assignments, students will present ePortfolios/PPTs adapted from the weekly assignments as individual or team projects.

This is a direct classroom instruction course.

CLASS SCHEDULE

#	Date	Unit	Assignments (due by dates listed) TCW: The College Writer HWW: How Writing Works
1	1/18/2018	Unit 1 Introduction Where do you stand with regard to writing? (feet, stomach, heart, ears, eyes, hands, brain)	HWW, Chapter 1: Literacy Narrative
2	1/25/2018	Introductory Profile/Literacy Narrative Essay Assigned. Consider each of the following contexts: Personal (family), Social (culture, home country), Professional (economic now/future), Universal (philosophical, goals, definition of success)	TCW, Process of Writing: C1-8 HWW, Chapter 2: Journal Entry
3	2/1/2018	Unit 1 Essay -- Introductory Response Essay -- Due Presentations Peer Evaluation	HWW, Chapter 3: Response Essay
4	2/8/2018	Unit 2: Language, Literature, Art, Music, Humanities Focus Media: Story of English; Do You Speak American?	HWW, Chapter 4: Personal Essay
5	2/15/2018	Humanities Focus - Arts and Literature; MLA Format	TCW, C24, Writing about Literature and the Arts; MLA Format HWW-Chapter 5: Profile

6	2/22/2018	Unit 2 --Humanities Essay -- Due Report Writing	TCW, C24, Literary Analysis , TCW, C21, C27, oral presentation , observation reports, web writing HWW-Chapter 6: Informative Genres
7	3/1/2018	Academic Essays	TCW, C25, Academic Essay Tests HWW-Chapter 7: Inquiries
8	3/8/2018	Review; Presentations; ePortfolios: PowerPoint/Blog/Maps/Outlines	HWW-Chapter 8: Analyses
	Sp Recess (3-15)	Spring Recess (March 15-19)	
9	3/22/2018	Midterm Exam	
10	3/29/2018	Essay Unit 3 Social Sciences Focus	TCW, C26, Writing for the Workplace HWW-Chapter 9: Reviews
11	4/5/2018	APA Format - Writing for business, economics, and the web	TCW, C27 Writing and Designing in the Web, Business, Economics APA Format, TCW, C34 Abstracts/summaries, HWW-Chapter 10: Argumentative Genres HWW-Chapter 12: Workplace Genres HWW-Chapter 13: Proposals
12	4/12/2018	Unit 3 -- Social Sciences -- Essay Due Presentations	TCW C29-32, Research, claims HWW-Chapter 11: Academic Research Genres
13	4/19/2018	Unit 4 Physical Sciences Reports	TCW, C23, Field Report, research paper TCW, C29 Experiment report HWW-Chapter 14: Reports
14	4/26/2018	Unit 4 -- Physical Sciences-- Essay Due ePortfolio II Review Presentations Conclusion	Review
15	5/3/2018	Final Exam	

Assessment and Method of Evaluation

GRADING GUIDELINES

Items	Points
Unit Papers/ Exercises / Daily Assignments: Oral and Written	25
Midterm	20
ePortfolio I, II	10
Presentation of Assignments	10
Final Exam	35
Total	100

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 <	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.

Syllabus Revised: 01/2018

Appendix A. 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.

Appendix B. Classification of LU curriculum courses:

Code	Classification	Description
Courses < 10, and 300A/300B	Review (R)	Review courses are supplemental courses that are not a part of any program.
Courses 10 - 99	Introductory (I)	Introductory undergraduate courses are designed to acquaint students with foundational concepts, ideas, and competences in a specific field of study as well as general education disciplines. General Education courses provide a background in the liberal arts and expose students to the fundamental aspects of human culture. They also help students to develop analytical and communication skills and foundation for advanced work in the major field of study.
Courses 100 - 199	Developed (D)	Developed undergraduate courses build upon the concepts, ideas, and competences introduced in the Introductory level; expanding students' understanding of the specific field of study.
Courses 200 - 286	Advanced (A)	Advanced courses in undergraduate programs are intended to bring students' comprehensive knowledge of concepts, ideas, and skills in the specific field of study to the highest level within the baccalaureate programs.
Courses 288 - 299	Bachelor Assessment (BA)	Bachelor Assessment courses are structured to provide opportunity to assess students' achievements of set program learning outcomes.