



Lincoln University

ENGLISH 82A COURSE SYLLABUS

FALL 2020

COURSE INFORMATION

Course Title: Written Communication I

Course Number: English 82A

Class Schedule: Wednesdays, 12:30-3:15

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

Instructor University email: sysr@lincolnuca.edu

Course-related email: profsylvia@gmail.com

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

| | 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, 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. (2018). *The college writer: A guide to thinking, writing, and researching* (6th ed.). Boston: Houghton Mifflin. · (ISBN 9788-1-305-958067)

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 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).

Student Responsibilities

Students are expected to complete assignments punctually and fully. Successful students participate in a productive manner, prepare and perform well on 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 | 8/26/2020 | 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 | 9/2/2020 | 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 | 9/9/2020 | 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 | 9/16/2020 | Unit I (Narrative, Descriptive, and Reflective Writing) Paper Due – Review & Presentations Unit II -- Analytical Writing |
| 5 | 9/23/2020 | 11. Definition. Strategies for Definition Essays. Sample Definition Essays. 14. Comparison and Contrast. Strategies for Comparison-Contrast Essays. Sample Comparison-Contrast Essays. |
| 6 | 9/30/2020 | 12. Classification. |

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|-----------|-------------------------------------|---|
| | | Strategies for Classification Essays. Sample Classification Essays. |
| 7 | 10/7/2020 | 13. Process. Strategies for Process Essays. Sample Process Essays. |
| 8 | 10/14/2020 | Midterm Personal Review Assessment and ePortfolio 1 |
| 9 | 10/21/2020 | 15. Cause and Effect Strategies for Cause-Effect Essays. Sample Cause-Effect Essays. |
| 10 | 10/28/2020 | 16. Reading Literature: A Case Study in Analysis. Strategies for Analyzing Literature and the Arts. Approaches to Literary Analysis. |
| 11 | 11/4/2020 | Unit II (Analytical Writing) Paper Due Unit III Persuasive Writing |
| 12 | 11/11/2020 | 17. Strategies for Argumentation and Persuasion. |
| 13 | 11/18/2020 | 18. Arguing for positions actions and solutions |
| | Fall Recess 11/24/2020 – 11/28/2020 | |
| 14 | 12/2/2020 | Unit III (Persuasive Writing) Paper Due |
| 15 | 12/9/2020 | Final Personal Review Assessment and ePortfolio 2 |

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.

GRADING GUIDELINES

| Items | Points |
|------------------------------|--------|
| Exercises /Daily Assignments | 20 |
| Midterm Personal Review | 20 |
| ePortfolio I | 20 |
| ePortfolio II | 20 |
| Final Personal Review | 20 |
| Total | 100 |

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

PLEASE NOTE:

Revisions to the schedule will be made as needed. Required textbooks should be obtained (either- purchased or rented, in print or email form week one if possible and used for all applicable session assignments. Regular weekly email participation and submissions are required. 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.