



# Lincoln University

ENG 82 – WRITTEN COMMUNICATION

COURSE SYLLABUS

Fall 2026

**Instructor:** Professor Nia Alafia-Middlebrooks

**Class sessions:** Wednesday 3:30 – 6:30 PM

**Credit:** 3 units / 45 Lecture hours

**Prerequisites/co-requisites:** None

**Level:** Introductory (I)

**Office hours and location:** by Zoom only

**Office phone:** 626-394-6433

**University instructor email:** nmiddlebrooks@lincolnuca.edu

**Course-related email:** same as above

**Last Revision:** August 11, 2026

## Course Description

A review of grammar and the fundamentals of composition. Practice in writing themes, good paragraph to essay skills reviewed and other short papers given. Particular attention is directed toward writing good solid essays for University level courses (3 units).

## Educational Objectives

Students will develop their writing skills for academic, professional, and socio-cultural purposes, in theme-centered essay writing. Students will learn editing 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<sup>1</sup>

|   | Course Learning Outcome (Successful students are able to:)            | Program Learning Outcome | Institutional Learning Outcomes | Assessment Activities (as demonstrated by successful completion of and/or participation in coursework and beyond.) |
|---|-----------------------------------------------------------------------|--------------------------|---------------------------------|--------------------------------------------------------------------------------------------------------------------|
| 1 | Develop writing skills for academic, professional, and socio-cultural | PLO 1                    | ILO 1a,<br>ILO 7a               | Successfully completed written assignments mode-centered, audience-oriented, well-formed writing                   |

|   | <b>Course Learning Outcome (Successful students are able to:)</b>                                                            | <b>Program Learning Outcome</b> | <b>Institutional Learning Outcomes</b> | <b>Assessment Activities (as demonstrated by successful completion of and/or participation in coursework and beyond.)</b> |
|---|------------------------------------------------------------------------------------------------------------------------------|---------------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
|   | purposes                                                                                                                     |                                 |                                        |                                                                                                                           |
| 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<br>Peer 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,<br>ILO 6a                      | Completed written work<br>Peer evaluation<br>Instructor evaluation                                                        |
| 6 | Demonstrate achieved competencies in planning, drafting, editing, and documentation skills.                                  | PLO 4                           | ILO 1a                                 | Assigned essays<br>Completed written work<br>Peer evaluation<br>Instructor evaluation                                     |
| 7 | Compose well-organized written communications suitable for personal, academic, and professional purposes                     | PLO 5                           | ILO 3a,<br>ILO 4a                      | Assigned essays<br>Completed written work<br>Peer evaluation<br>Instructor evaluation                                     |

## **Instructional Materials and References**

### **Required Texts**

Alafia-Middlebrooks, N. (2026). *BROKEN: The Last of the Value Systems*.

Additional required readings (articles and other sources) will be assigned throughout the term. A full reading list and access link will be posted by the instructor on the first day of class.

### **Instructional Methodology**

The course sessions will include lectures, A/V-augmented presentations (text-based and other topically related relevant audio/video/web resources), written and oral classroom exercises and

readings applying course concepts, small group and classroom discussions, 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 guide to business resources of the library as well as the description of Lincoln University approach to information literacy are available at the LU Library website ([lincolnuca.libguides.com](http://lincolnuca.libguides.com)).

### **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, pair and group work in a productive manner, prepare and perform well on papers, complete assignments according to schedule and at a level appropriate to university rubrics, and take personal responsibility for meeting the objectives of the course.

**Students will not use cell phones or other devices in class unless instructed by professor to do so.**

### **Topical Outline**

English 82 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, cause-effect, comparison and classification contexts. Student and professional writing models will be used throughout the units.

### **Homework Assignments**

Students will complete a short weekly essay tied to that week's discussion question and topic, two major essays (descriptive and comparison), a video project, and a research paper. Students will complete two of 4 essay modes as Essay 1 and Essay 2: descriptive, comparison, cause and effect and classification. The research paper will apply one of the two remaining modes (cause-effect or classification) to a topic supported by outside sources, and the video project will have students present that research in their own words. 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 your response, outline the key questions and answers generated by your reading and reflection.

### **Additional Writing Activities**

The following activities may be used for homework, in-class practice, makeup work, or to replace an assignment as needed:

- **Fix This Paragraph:** Students correct a paragraph containing fragments, run-ons, grammar errors, and unclear transitions.
- **Sentence Repair:** Students correct incomplete or confusing sentences and explain what they changed.
- **Paragraph Repair:** Students reorganize scrambled sentences into a logical, coherent paragraph.
- **Paragraph Autopsy:** Students identify the topic sentence, supporting evidence, transitions, and concluding sentence in a model paragraph.

- **Cut the Words:** Students shorten a paragraph without changing its meaning, practicing clear and concise writing.
- **Write the Other Side:** Students write a paragraph explaining an opposing or alternative viewpoint.
- **Source Battle:** Students compare several source types (scholarly, news, blog, social media) and decide which are appropriate for academic writing.
- **Citation Detective:** Students find and correct errors in sample APA/MLA citations.
- **APA Formatting Practice:** Students practice formatting in-text citations and reference-list entries for a set of sample sources.
- **Paraphrasing Practice:** Students rewrite short passages in their own words while identifying the original source, reinforcing the difference between paraphrasing and plagiarism.
- **Before and After Writing Portfolio:** Students compare an early writing sample with a later one and identify specific improvements.
- **One Idea, Three Audiences:** Students explain the same idea to a friend, a professor, and a professional audience, practicing tone and word choice.

## Course Schedule

Fall 2026 semester runs 16 weeks, from Monday, August 24 through Saturday, December 12. This section meets Wednesdays, 3:30 – 6:30 PM, for 14 instructional class meetings; there is no class on Wednesday, November 11 (Veterans Day) or during Fall Recess (Tuesday, November 24 – Saturday, November 28). Each session opens with a short discussion question and a brief written response (weekly essay), followed by grammar instruction and a hands-on writing activity.

| Week / Date      | Topics & Grammar/Language Focus                                                                                                                          | Discussion Question & Activities                                                                                                                                                                                                                                                                                |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 1<br>Aug 26 | Course introduction & syllabus review. Overview of the writing process (pre-, during-, and post-writing strategies); academic vs. everyday English.      | <b>Discussion Question:</b> What is hardest for you about writing in academic English? Give one example.<br><b>Activity:</b> About Me Writing Assignment — write 10–15 complete sentences introducing yourself, your background, and what you hope to learn this term. Serves as the diagnostic writing sample. |
| Week 2<br>Sep 2  | Unit 1: Verbs, sentence fragments, nouns & noun forms. Understanding the parts of a paragraph (topic sentence, supporting details, concluding sentence). | <b>Discussion Question:</b> What does every complete English sentence need? Write one correct example.<br><b>Activity:</b> Sentence Building — turn a set of words, phrases, and fragments into 15 complete sentences. Grammar Quiz 1 due (Unit 1).                                                             |
| Week 3<br>Sep 9  | Unit 2: Clear descriptive language, pronoun usage & agreement. Purpose, audience, clarity, unity, and coherence in                                       | <b>Discussion Question:</b> Compare “The student studied.” and “The student studied carefully because she had an exam.” What was added to make the second sentence stronger?                                                                                                                                    |

| Week / Date      | Topics & Grammar/Language Focus                                                                                           | Discussion Question & Activities                                                                                                                                                                                                                                                                                                             |
|------------------|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                  | writing.                                                                                                                  | <b>Activity:</b> Sentence Expansion — expand 10 simple sentences using descriptive detail, adjectives, adverbs, and conjunctions. Grammar Quiz 2 due (Unit 2).                                                                                                                                                                               |
| Week 4<br>Sep 16 | Unit 3: Subject-verb agreement. The four types of paragraphs (narrative, descriptive, expository, persuasive).            | <b>Discussion Question:</b> What is the job of a topic sentence? Write one example.<br><b>Activity:</b> Paragraph Autopsy — identify the topic sentence, supporting details, and concluding sentence in a model paragraph, then draft a short paragraph of your own. Grammar Quiz 3 due (Unit 3).                                            |
| Week 5<br>Sep 23 | Unit 4 (Part 1): Describing using the five senses; prepositions of place. Purpose and structure of the descriptive essay. | <b>Discussion Question:</b> What transition words help a reader move from one idea to the next? Give examples (first, however, because, additionally, finally).<br><b>Activity:</b> Essay 1 (Descriptive) assigned. Paragraph Repair — reorganize a scrambled descriptive paragraph into logical order using sensory detail and transitions. |
| Week 6<br>Sep 30 | Unit 4 (Part 2): Drafting the descriptive essay. LU Library resources & information-literacy overview.                    | <b>Discussion Question:</b> What makes descriptive writing feel vivid to a reader? Point to one example from your own draft.<br><b>Activity:</b> Descriptive essay drafting workshop. Peer review, round 1. Grammar Quiz 4 due (Unit 4).                                                                                                     |
| Week 7<br>Oct 7  | Editing and revision strategies. Mid-term progress check-in.                                                              | <b>Discussion Question:</b> What are three things you can already do better as a writer than you could in Week 1?<br><b>Activity:</b> Essay 1 (Descriptive) due (10 pts). Before-and-After — revisit your Week 1 writing sample and note two specific improvements. Individual instructor conferences.                                       |
| Week 8<br>Oct 14 | Unit 5 (Part 1): Comparatives and superlatives. Purpose and structure of the comparison essay (block vs. point-by-point). | <b>Discussion Question:</b> Which is the stronger, more specific claim: “Two career paths” or “A nursing career offers more flexible scheduling than a teaching career”? Why?<br><b>Activity:</b> Topic-mapping exercise: turn a general topic into a focused comparison claim for the comparison essay.                                     |
| Week 9<br>Oct 21 | Unit 5 (Part 2): Drafting the comparison essay.                                                                           | <b>Discussion Question:</b> Why is it useful to consider the weaker or opposing side of a comparison before you write?                                                                                                                                                                                                                       |

| Week / Date       | Topics & Grammar/Language Focus                                                               | Discussion Question & Activities                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                   |                                                                                               | <b>Activity:</b> Write the Other Side — draft one paragraph making the case for the option you are not recommending, then use it to sharpen your comparison essay. Peer review, round 2. Grammar Quiz 5 due (Unit 5).                                                                                                                                                                                                  |
| Week 10<br>Oct 28 | Editing and revision strategies; in-class reflection & self-assessment.                       | <b>Discussion Question:</b> What is one piece of peer-review feedback that changed your essay, and why did you accept or reject it?<br><b>Activity:</b> Essay 2 (Comparison) due (10 pts).                                                                                                                                                                                                                             |
| Week 11<br>Nov 4  | Unit 6: Preposition combinations with nouns. Purpose and structure of the cause-effect essay. | <b>Discussion Question:</b> What is the difference between your personal opinion about a cause or effect and a claim supported by evidence?<br><b>Activity:</b> Show Me the Evidence — review several cause-effect statements and identify which ones need supporting evidence. Brainstorming & topic-mapping for the cause-effect essay.                                                                              |
| Nov 11            | <b>NO CLASS – Veterans Day.</b>                                                               | —                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Week 12<br>Nov 18 | Unit 7: Passive voice. Purpose and structure of the classification essay.                     | <b>Discussion Question:</b> Would you trust a source you found through a general web search as evidence in this essay? Why or why not?<br><b>Activity:</b> Source Battle — compare a scholarly source, a news article, and a social-media post, and decide which is appropriate to support your essay. Students select research paper mode (cause-effect or classification) and begin outline. Video Project assigned. |
| Nov 25            | <b>NO CLASS – Fall Recess (Tuesday, November 24 – Saturday, November 28).</b>                 | —                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Week 13<br>Dec 2  | Documentation & citation practice (APA/MLA). Final revision and editing strategies.           | <b>Discussion Question:</b> Why should academic writers tell readers where their information came from?<br><b>Activity:</b> Citation Detective — find and correct errors in sample APA/MLA citations. Video Project due (15 pts): a 3–5 minute video presenting your paper's topic, evidence, and conclusion in your own words. Research paper drafting workshop; peer review, round 3; instructor conferences.        |
| Week 14<br>Dec 9  | Course wrap-up & review of learning outcomes.                                                 | <b>Discussion Question:</b> What writing skill improved the most for you this semester, and                                                                                                                                                                                                                                                                                                                            |

| Week / Date | Topics & Grammar/Language Focus | Discussion Question & Activities                                                                                               |
|-------------|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
|             |                                 | what do you still want to practice?<br><b>Activity:</b> Research Paper due (35 pts). In-class reflections. Course evaluations. |

### 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, comparison, informative, cause-effect and/or classification essays, applying research and documentation skills, and personal and peer evaluations and reflections are fundamental to the grades attained.

| Grade  | A      | A-    | B+    | B     | B-    | C+    | C     | C-    | D+    | D     | F    |
|--------|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------|
| Points | 95-100 | 90-94 | 87-89 | 84-86 | 80-83 | 77-79 | 74-76 | 70-73 | 65-69 | 60-64 | 0-59 |

The final grade for the course will be given as the total weighted score for all activities according to the percentage shown in the table below.

| Items                                                  | Points     |
|--------------------------------------------------------|------------|
| Class Work: oral and written exercises (weekly essays) | 15         |
| Quizzes                                                | 15         |
| Essay 1                                                | 10         |
| Essay 2                                                | 10         |
| Video Project                                          | 15         |
| Research Paper                                         | 35         |
| <b>Total</b>                                           | <b>100</b> |

### Please note:

Revisions to the schedule will be announced in class as needed. Class attendance is required. If you miss a class, you are still responsible for the homework. 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.**

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<sup>1</sup> Detailed description of learning outcomes and information about the assessment procedure are available at the Learning Outcomes Assessment section of LU website ([acqa.lincolnuca.edu/learning-outcomes-assessment](http://acqa.lincolnuca.edu/learning-outcomes-assessment)).