



## Lincoln University

Course: English 96 – Writing and Word Processing

Semester: Fall 2014– Thursdays, 9:00-11:45

Course prerequisites/co-requisites: None

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 307

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### Course Description

(Current University Catalog Description):

ENG 96 - WRITING AND WORD PROCESSING

Instruction will be given to write various forms of composition by employing English writing and word processing and other computer programs. Emphasis will be placed upon overcoming writing problems. (3 units)

Instructional Materials and References Required texts:

#### **Required texts:**

Barker, D. I. & Barker, M. S. (2014) *Internet research illustrated* (7<sup>th</sup> ed.). Boston, MA: Cengage. (ISBN-10: 1285854128 | ISBN-13: 9781285854120)

Blakesley, D. & Hoogeveen, J. L. (2012). *Writing: a manual for the digital age* (2<sup>nd</sup> ed.). Boston, MA: Wadsworth Cengage. (ISBN-13: 9781111344542 / ISBN-10: 111134454X)

#### **Recommended texts and other resources:**

Writer's handbook, online guides and reference tools (to be announced)

## Objectives

Students will explore the Internet and develop their writing skills using computer applications, word processing, and Internet resources. They will demonstrate with increasing accuracy their ability to use information with patterns of organization appropriate to their subjects, apply essential application and composition strategies, revision tools and techniques, as well as practice personal and peer editing with enhanced critical thinking and problem solving skills.

Students will use electronic and Internet applications for researching, developing, editing, formatting, and presenting their writing. They will gain experience and techniques for using and documenting Internet and other resources for research planning, processing, sharing, and publication. Students will also learn about resources such as electronic spelling and style checkers, online help for topic selection and content organization, as well as online writers' guides for research, editing, and presentation.

## **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 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 and Writing Assignments**

Students will keep a writer's electronic journal or blog in which they will write entries on their writing and research process, including informal observations, descriptions of people, places, and objects, explorations of ideas, attitudes, and other notes for writing. There is no specific format required, but the writing should show some progression, and should not be left for one or two long writing sessions.

There will be two researched writing assignments on student-selected and instructor-approved topics relevant to the course.

The topics and additional writing assignments will give students an opportunity to explore both personal and objective writing styles and applied research techniques incorporating the Internet..

Each of the writing assignments will be planned, drafted, edited and presented for full credit.

All writing assignments, including drafts, revisions, notes for research and planning, must be developed electronically, emailed to the instructor, presented for peer review, and published online.

## Schedule

| Session | Date       | Topic / Text Assignments ( <b>WDA:</b> <i>Writing: A manual for the digital age</i> ;<br><b>IR:</b> <i>Internet research illustrated</i> ) |
|---------|------------|--|
| 1       | 8/28/2014  | Introduction   |
| 2       | 9/4/2014   | Learning Word Processing Tools: Basics<br>Letter of Introduction<br>WDA: Part I: Managing your writing.<br>IR: Unit A - Search strategies  |
| 3       | 9/11/2014  | Writing Basics: Topic Sentences and Paragraph Organization   |
| 4       | 9/18/2014  | Thesis Statements & Introductions:<br>WDA: Part II - Reading and writing critically.   |
| 5       | 9/25/2014  | Learning Digital Writing Skills: Formatting<br>WDA: Part VI: Designing and presenting information<br>IR: Unit B – Complex Search           |
| 6       | 10/2/2014  | Best Ways to Find Books & Periodicals<br>WDA: Part III: Conducting research  |
| 7       | 10/9/2014  | Finding / Evaluating Internet Sources<br>IR: UNIT C - Finding specialty information:   |
| 8       | 10/16/2014 | Midterm  |
| 9       | 10/23/2014 | Gaining Control Over Your Research<br>IR: Complex search<br>IR: UNIT C - Finding specialty information                                     |
| 10      | 10/30/2014 | Learning APA documentation, annotations, citations<br>WDA: Part V: APA Documentation   |
| 11      | 11/6/2014  | Word Processing Techniques for Longer Documents<br>WDA: Part VIII - Making choices about style   |
| 12      | 11/13/2014 | ePublishing<br>WDA: Part VII - Writing in digital spaces   |

|    |            |                         |
|----|------------|-------------------------|
|    |            | IR: Unit D – Social web |
| 13 | 11/20/2014 | Presentations           |
| 14 | 11/27/2014 | Review and Debriefing   |
| 15 | 12/4/2014  | Final                   |

### Assessment Criteria & Method of Evaluating Students

| Items  | Points     |
|--|------------|
| Exercises/ Daily Assignments, Oral and Written | 20         |
| Midterm  | 25         |
| E-Portfolio I, II                              | 10         |
| Presentation of Assignments                    | 10         |
| Final Exam                                     | 35         |
| <b>Total</b>                                   | <b>100</b> |

| 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     |

Date syllabus was last reviewed 8/14