



Lincoln University

ENGLISH 82B COURSE SYLLABUS SPRING 2019

Course Title: Written Communication II
Course Number: English 82B
Semester: Spring 2019
Class sessions: Thursdays, 9:00 AM – 11:45 AM
Credit: 3 units / 45 Lecture hours

Instructor: Dr. Sylvia Y. Schoemaker Rippel
Office hours and location: Tuesday, Thursday -- 11:45 AM-12:30 PM
and by arrangement, room 308
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Course-related email: profsylvia@gmail.com
Syllabus Last Revised: 12/2018

Course blog and other content to be announced in class.

Course Description

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 Outcomes¹

	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

¹ 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 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

Instructional Methods

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](#) website (ctl.lincolnuca.edu).

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.

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

COURSE SCHEDULE

#	Date	Unit	Assignments (due by dates listed) TCW: The College Writer HWW: How Writing Works
1	1/17/2019	Unit 1 Introduction Where do you stand with regard to writing? (feet, stomach, heart, ears, eyes, hands, brain)	HWW, Chapter 1: Literacy Narrative
2	1/24/2019	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	2/1/2019	Unit 1 Essay – Introductory Response Essay -- Due Presentations Peer Evaluation	HWW, Chapter 3: Response Essay

4	1/31/2019	Unit 2: Language, Literature, Art, Music, Humanities Focus Media: Story of English; Do You Speak American?	HWW, Chapter 4: Personal Essay
5	2/14/2019	Humanities Focus - Arts and Literature; MLA Format	TCW, C24, Writing about Literature and the Arts; MLA Format HWW-Chapter 5: Profile
6	2/21/2019	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	2/28/2019	Academic Essays	TCW, C25, Academic Essay Tests HWW-Chapter 7: Inquiries
8	3/7/2019	Review; Presentations; ePortfolios: PowerPoint/Blog/Maps/Outlines	HWW-Chapter 8: Analyses
	(3-12--3-16)	Spring Recess 3-12—3-16, 2019	
9	3/21/2019	Midterm Exam	
10	3/28/2019	Essay Unit 3 Social Sciences Focus	TCW, C26, Writing for the Workplace HWW-Chapter 9: Reviews
11	4/4/2019	APA Format - Writing for business, economics, and the web	TCW, C22 Writing and Designing in the Web, Business, Economics TCW, C23, Oral Presentation TCW, C24-25, Research HWW-Chapter 12: Workplace Genres
12	4/11/2019	Unit 3 -- Social Sciences -- Essay Due Presentations APA Style	TCW C26-27, Research and documentation TCW C29, APA Style HWW-Chapter 11: Academic Research Genres
13	4/18/2019	Unit 4 Physical Sciences Reports	TCW, C23, Field Report, research paper TCW, C29 Experiment report

14	4/25/2019	Unit 4 -- Physical Sciences-- Due Reports ePortfolio II Review Presentations Conclusion	HWW-Chapter 14: Reports Review
15	5/2/2019	Final Exam	

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.