



Lincoln University

COURSE SYLLABUS

Course: **Written Communication I**

Department and number: **English 82A**

Credit: 3 units

Course prerequisites: none

Semester: Spring 2009 – Thursdays, 12:30-1:45, 2:00-3:15, 16 weeks (see schedule below)

Instructor: Dr. Sylvia Y. Schoemaker Rippel

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Course-related email for the semester: profs360@gmail.com

Office hours and location: T, Th 11:45-12:30 and by arrangement, room 307

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Instructional Materials and References:

Required Text:

VanderMey et al. *The College Writer*. 2nd Edition. Boston: Houghton Mifflin Company, 2007. ISBN: 0-618-74253-0

Recommended Texts:

Dictionary, thesaurus

Description

ENG 82A & 82B - WRITTEN COMMUNICATION I & II

First term: 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. Second term: 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 + 3 units)

Course 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

University learner goals 1 -6, and specifically in English: To develop basic academic and professional skills (1); to develop the ability to communicate effectively in English, orally and in writing, and to read with understanding (1.1) and institutional goals, especially 1, (1.1-1.4), 2.4

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.

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.

Assignments Overview

Students will complete the following: Essays for 3 Units, 2 to 3 weeks each, midterm and final exams, ePortfolios/blogs/wikis, due weeks 8 and 15, notes and maps for each unit and text assignment, including reference data, in-class presentations, readings and exercises

For each of the following units (as well as additional assignments given in class), students will do the following:

- Read assigned materials with care and understanding,
- Reflect on the weekly assignments in writing keeping a learning journal, addressing primary content and points of personal interest,
- Create a personalized, three-level map for each week's assignment using the open source program Freemind (available in the computer lab and downloadable from http://freemind.sourceforge.net/wiki/index.php/Main_Page)
- Email your assignments to me at profs360@gmail.com,
- Blog your work for sharing and presentations.

Note: The maps for your blog need to be in .graphic (.png or .jpg) format and you will need to save the native Freemind (.mm) format for submitting your work to me by email.

Assignments are due on the dates indicated in the schedule below. Additions/revisions to the schedule will be announced in class as needed. Class attendance is mandatory for content, interactions, and presentations. 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.

SCHEDULE

Date	Unit	Assignments
		Each chapter contains an Intro, an Overview, Guidelines, Example Readings, and Writing Checklist/Activities.
1/15/2009	1 Intro	I. A Rhetoric: College Student's Guide to Writing
1/22/2009	Brief Overview Chapters	I. A Rhetoric: College Student's Guide to Writing Reading, Thinking, Viewing, and Writing 1. Critical Thinking Through Reading, Viewing, and Writing The Writing Process 2. Beginning the Writing Process 3. Planning 4. Drafting 5. Revising 6. Editing and Proofreading 7. Submitting, Writing, and Creating Portfolios The College Essay 8. One Writer's Process
1/29-2/12	Unit I Weeks 3-5	Narrative, Descriptive, and Reflective Writing

1/29/2009	Chapter	9. Forms of College Writing Narrative, Descriptive, and Reflective
2/5/2009	Chapter	10. Narration and Description
	Selected Reading	"Mzee Owitti" by Jacqui Nyangi Owitti
	Selected Reading	"That Morning on the Prairie" by James C. Schaap
	Selected Reading	"A Hanging" by George Orwell
	Selected Reading	"Sunday in the Park" by Bel Kaufman
	Selected Reading	"Northing" by Annie Dillard
2/12/2009	Chapter	11. Description and Reflection
	Selected Reading	"The Stream in the Ravine" by Nicole Suurdt
	Selected Reading	"Call Me Crazy But I Have to Be Myself" by Mary Seymour
	Selected Reading	"None of This Is Fair" by Richard Rodriguez
	Selected Reading	"Who Shot Johnny?" by Debra Dickerson
2/12/2009	Unit I (Narrative, Descriptive, and Reflective Writing) Paper Due	Presentations
2/19-2/26	Unit II Weeks 6-10	Unit II -- Analytical Writing
2/19/2009	Chapter	12. Cause and Effect
	Selected Reading	"Adrenaline Junkies" by Sarah Hanley
	Selected Reading	"The Legacy of Generation N" by Christy Haubegger
	Selected Reading	"Our Tired, Our Poor, Our Kids" by Anna Quindlen
2/26/2009	Chapter	13. Comparison and Contrast
	Selected Reading	"A Fear Born of Sorrow" by Anita Brinkman
	Selected Reading	"Two Views of the River" by Mark Twain
	Selected Reading	"Shrouded in Contradiction" by Gelareh Asayesh
	Selected Reading	"Like Mexicans" by Gary Soto
3/5/2009	Chapter	14. Classification
	Selected Reading	"Three Family Cancers" by Kim Brouwer
	Selected Reading	"Four Ways to Talk About Literature" by John Van Rys
	Selected Reading	"No Wonder They Call Me a Bitch" by Ann Hodgman
3/12/2009	Chapter	15. Process Writing

	Selected Reading	"Wayward Cells" by Kerri Mertz
	Selected Reading	"Downloading Photographs from the MC-150 Digital Camera" (from WFB)
	Selected Reading	"Hair Today, Gone Tomorrow" by Verne Meyer
	Selected Reading	"Campus Racism 101" by Nikki Giovanni
3/26/2009	Chapter	16. Definition
	Selected Reading	"The Gullible Family" by Mary Beth Bruins
	Selected Reading	"Understanding Dementia" by Sarah Anne Morelos
	Selected Reading	"Deft or Daft" by David Schelhaas
	Selected Reading	On Excellence by Cynthia Ozick
3/26/2009	Week 10 Unit II (Analytical Writing Persuasive Writing) Paper Due	Presentations
4/2-4/30	Unit III Weeks 11-15	Persuasive Writing
4/9/2009	Chapter	17. Strategies for Argumentation and Persuasion
4/16/2009	Chapter	18. Taking a Position
	Selected Reading	"An Apology for Ms. Barbie D. Doll" by Rita Isakson
	Selected Reading	"In Defense of the Animals" by Meg Greenfield
	Selected Reading	"Apostles of Hatred Find It Easy to Spread Their Message" by Leonard Pitts Jr.
	Selected Reading	"Pornography" by Margaret Atwood
	Selected Reading	"Demystifying Multiculturalism" by Linda Chavez
4/23/2009	Chapter	19. Persuading Readers to Act
	Selected Reading	"To Drill or Not to Drill" by Rebecca Pasok
	Selected Reading	"Soul of a Citizen: Living with Conviction in a Cynical Time" by Paul Rogat Loeb
	Selected Reading	"I Have a Dream" by Dr. Martin Luther King, Jr.
	Selected Reading	"The Media's Image of Arabs" by Jack G. Shaheen
4/30/2009	Chapter	20. Proposing a Solution
	Selected Reading	"Preparing for Agroterror" by Brian Ley
	Selected Reading	"Uncle Sam and Aunt Samantha" by Anna Quindlen
	Selected Reading	"The Media and the Ethics of Cloning" by Leigh Turner

5/1/2009	Week 15 Unit III (Persuasive Writing) Paper Due	Presentations
5/7/2009	Week 16	Final Exam

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

Class Participation	15%
Quizzes, midterm	10%
Projects	15%
ePortfolios/Blogs	30%
Presentations	10%
Final Exam	<u>20%</u>
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-
69-67	D+
66-64	D
63-60	D-
59 or <	F

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