



Lincoln University

COURSE SYLLABUS

COURSE: ENGLISH 82A Written Communication I (3)
Semester: Fall 2010 – Tuesdays, 12:30-1:45, 2:00-3:15
Department and number: English 82A
Credit: 3 units
Phone: 510-628-8036
Email: sysr@lincolnuca.edu
Office hours and location: T, Th 11:45-12:30 and by arrangement, room 307

Instructional Materials and References:

Required Text:

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

Student text site:

http://college.cengage.com/english/vandermey/college_writer/1e/students/index.html

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

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.

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. Appropriate classroom decorum is expected; arriving late, leaving early, or leaving the classroom at times other than the scheduled breaks is inappropriate and, if unavoidable, should be explained and kept to a minimum. 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.

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.

SCHEDULE

Date	Week	Unit	Assignments Each chapter contains an Intro, an Overview, Guidelines, Example Readings, and Writing Checklist/Activities
8/24/10	1	1 Intro	I. A Rhetoric: College Student's Guide to Writing
8/31/10	2	Brief Overview	I. A Rhetoric: College Student's Guide to Writing

		Chapters	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
9/7/10-9/21/10	3-5	Weeks 3-5 Unit I Narrative, Descriptive, and Reflective Writing	
9/7/10	3	Chapter 9. Forms of College Writing	
		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
	4	Selected Reading	"Northing" by Annie Dillard
9/14/10		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
	5	Selected Reading	"Who Shot Johnny?" by Debra Dickerson
9/21/10	6	Unit I (<i>Narrative, Descriptive, and Reflective Writing</i>)	
		Paper Due -- Presentations	
	Weeks 6-10	Unit II -- Analytical Writing	
9/28/10	7	Chapter 12. Cause and Effect	
		Selected Reading	"Adrenaline Junkies" by Sarah Hanley
10/5/10		Selected Reading	"The Legacy of Generation N" by Christy Haubegger
		Selected Reading	"Our Tired, Our Poor, Our Kids" by Anna Quindlen
10/12/10	8	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
10/19/10	9	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
10/26/10	10	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
11/2/10	11	Chapter	16. Definition
		Selected Reading	"The Gullible Family" by Mary Beth Bruins
		Selected Reading	"Understanding Dementia" by Sarah Anne Morelos
11/9/10	12	Selected Reading	"Deft or Daft" by David Schelhaas
		Selected Reading	On Excellence by Cynthia Ozick
		Unit II (Analytical Writing) Paper Due –Presentations	
		Unit III Persuasive Writing	
11/16/10	13	Chapter 17. Strategies for Argumentation and Persuasion	
		Chapter 18. Taking a Position	
		Selected Reading	
		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
11/23/10	14	Chapter 19. Persuading Readers to Act	
11/30/10	14	Selected Reading	"Demystifying Multiculturalism" by Linda Chavez
		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.
		Chapter 20. Proposing a Solution	
		Selected Reading	"The Media's Image of Arabs" by Jack G. Shaheen
		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
		Unit III (Persuasive Writing) Paper Due –Presentations	
12/7/10	15	Final	

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.

Class Work: oral and written exercises	15%
Quizzes, chapter and special assignments	10%
Projects, personal and team course blogs	15%
Term Assignments: Topics mapped, blogged, emailed, and presented in class	30%
Collaborations: special unit topics for ePresentation	10%
Final, written, objective, closed book	20%
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 less	F

Last Updated: 8/10

INSTRUCTOR INFORMATION:



Dr: Sylvia Yvonne Schoemaker Rippel (sysr@lincolnuca.edu)

Education

BA, MA, MA (San Francisco State University—English/Communication/Instructional Technology) EdD. (Nova Southeastern University--Education). Most recent degree (2008) is a second Master's Degree from SFSU in the area of technology and education, with application to contemporary communication and online publishing. Certificate in Web Development (Skyline College) with emphasis on business communication.

Experience

Chair/Professor, English and Communication Studies, Lincoln University. Long-term, experienced instructor of English and communication courses, including business communication, ESL, critical thinking, communication in leadership and negotiation, oral and written communication, vocabulary studies, business research, report writing, and a variety of specialized courses applying contemporary communication technologies. Member of various university and professional organizations, including SFSU and NSU Alumni Associations, ABC (Association for Business Communication (ABC), National Council of Teachers of English (NCTE), national and California Teachers of English to Speakers of Other Languages associations (TESOL, CATESOL), as well as Lincoln University faculty associations and committees. Student English advisor. MBA Project Advisor.

International teaching experience: Toronto, Vancouver, Vietnam, Singapore, Serbia, Nigeria.

