



## Lincoln University COURSE SYLLABUS

Course Title: **Intensive English Program (IEP) I -- Writing**  
Department and Number: **IEP 1**  
Credit: Non-credit (60 hours)  
Prerequisite(s): ESL Placement  
Semester: Fall 2011 – Wednesdays, 9:00 – 12:35  
Instructor: Professor William Hyman  
Office Hours: By appointment, Room 407  
Email: [wmhyman33@hotmail.com](mailto:wmhyman33@hotmail.com)  
Revised: 8/11

### **Instructional Materials and References**

#### **Required text:**

**Printed materials assigned and/or distributed in class**

#### **Recommended texts:**

Dictionary, thesaurus

### **Course Description**

Students are taught to write compositions using a variety of grammatical tenses and structures in semi-controlled to freer compositions. The emphasis is on grammatical structure, but various types of organization such as description, narration, classification, comparison and contrasts are also introduced and practiced in guided formats.

### **Course Objectives**

Students will acquire the skills in writing clearly, honestly and forcefully in English. They will be required to demonstrate those skills by writing essays and journals.

## **Instructional Methods**

The course will be conducted in the form of lectures/presentations and discussions on step-by-step relevant topics as stated in the course description. Students will write a targeted progression of sentences, paragraphs and essays and keep journals for additional writing practice. The instructor will correct and comment on student assignments with an aim on progressive competencies in writing. Afterwards, the students will re-write their pieces for the instructor to review. In this endeavor, the teacher works one-to-one with the students. The instructor discusses principles of effective writing with the class with clear, succinct explanations to help students understand and apply key concepts and rules.

A cooperative learning model is employed. Small group and individual discovery exercises and presentations will augment more formal presentations, discussion and applications. Numerous models and varied practice will support students at various stages of writing

The course sessions will include A/V-augmented presentations and discussions using 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.

## **Topical Outline**

Writing selections are of immediate personal, social, cultural and academic relevance. Mechanics of punctuation, capitalization, sentence structure, paragraph format, organization,

Writing Skills Development Topics include:

The writing process: prewriting, organizing and outlining, writing, revising and editing.

Sentences:

Topic Sentence

Supporting Sentences

The Concluding Sentence

Examples

Paragraphs:

Narrative paragraphs and time order, descriptive paragraphs and spatial order

Essays development:

Planning, developing, presenting, improving

Descriptive, informative, persuasive,

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## SCHEDULE

Session	Date	Topics
1	8/24/2011	Introduction
2	8/31/2011	Progressive Writing Skill Development (PWSD ), words, phrases, sentences, paragraphs, essays with increasing grammatical, lexical and syntactic communicative competencies. (PWSD ) Student/Course/Instructor Directed
3	9/7/2011	PWSD 2
4	9/14/2011	PWSD 3
5	9/21/2011	PWSD 4
6	9/28/2011	PWSD 5
7	10/5/2011	PWSD 6
8	10/12/2011	PWSD 7
9	10/19/2011	PWSD 8
10	10/26/2011	PWSD 9
11	11/2/2011	PWSD 10
12	11/9/2011	PWSD 11
13	11/16/2011	PWSD 12
	11/23/2011	Fall Recess
14	11/30/2011	PWSD Review
15	12/7/2011	Post Testing

### Assessment Criteria & Method of Evaluating Students

Student progress evaluation will be assessed through relevant writing assignments and class exercises. Quizzes will be conducted when appropriate. Learning outcomes and recommendations for progression will be assessed through individual profiles and post test results.

**GRADING**

Discussions: 40%, Quizzes: 30%, Written assignments: 30%

All results of oral and written performance will employ a numerical scoring system that is convertible to grades as indicated below.

94-100	A	73-76	C
90-93	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	0-59	F

Notes:

Revisions to the schedule will be announced in class as needed. Class attendance is required. Coming on time, remaining in the classroom according to the break and dismissal schedule is part of the regular attendance requirement. Class participation is encouraged for enhanced learning through applied content, group interactions, and individual and small group presentations. Cell phones should not be active during class sessions.