



Lincoln University

COURSE SYLLABUS

COURSE: Written Communication I

Department and number: **English 82A**

Semester: Fall 2013 – Tuesdays, 12:30-3:15

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

Phone: 510-628-8036

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

INSTRUCTIONAL MATERIALS AND REFERENCES

Required Text:

VanderMey, R., Meyer, V., Van Rys, J. & Sebranek, P. (2012). *The College Writer* (4thed.). Boston: Houghton Mifflin. □ (ISBN-10: 0495915858 ISBN-13: 9780495915850)

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.

FORMAT

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 and readings 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

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

- **Read** assigned materials with care and understanding,
- **Reflect** on the assignments in writing (a brief paragraph or two), discussing your thoughts on the primary content; include points of personal interest.
- **Review** main points of the reading and create a personalized three-level primary question and answer outline on a minimum of three or four selected items from the assigned readings. The outline should develop the main topics in question form with a clear and concise answer followed by significant details with definitions and examples, including your own ideas and evaluations.
- **Email** your assignments to me at profsylvia@gmail.com, with your outline and reflections attached or in the body of your email. Be sure to keep a copy of the email for yourself and add it to your E-Portfolios/PowerPoint presentations for midterm and final submission and sharing.

SCHEDULE

Session	Date	Unit
1	8/27/2013	1 Intro Assignments and readings are from Assignments -- <i>The CollegeWriter (TCW)</i> -- Each chapter contains an Intro, an Overview, Guidelines, Example Readings, and Writing Checklist/Activities) Selected Model readings will be given in class.

2	9/3/2013	I. A Rhetoric: College Student's Guide to Writing 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 <i>The Writing Process</i> 2. Beginning the Writing Process 3. Planning
3	9/10/2013	4. Drafting 5. Revising 6. Editing and Proofreading 7. Submitting, Writing, and Creating Portfolios The College Essay 8. One Writer's Process Chapter 9. Forms of College Writing
4	9/17/2013	Chapter 11. Description and Reflection
5	9/24/2013	Unit I (Narrative, Descriptive, and Reflective Writing) Paper Due -- Presentations
6	10/1/2013	Unit II -- Analytical Writing Chapter 12. Cause and Effect
7	10/8/2013	Chapter 13. Comparison and Contrast
8	10/15/2013	Chapter 14. Classification
9	10/22/2013	Chapter 15. Process Writing
10	10/29/2013	Chapter 16. Definition
11	11/5/2013	Unit II (Analytical Writing) Paper Due – Presentations
12	11/12/2013	Unit III Persuasive Writing Chapter 17. Strategies for Argumentation and Persuasion

		Chapter 18. Taking a Position
13	11/19/2013	Chapter 19. Persuading Readers to Act Chapter 20. Proposing a Solution
	11/26/2013	Fall Recess
14	12/3/2013	Unit III (Persuasive Writing) Paper Due – Presentations
15	12/10/2013	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.

Items	Points
Class Work: oral and written exercises	10
Midterm	30
E-Portfolio I, II	10
Presentations	10
Final exam	40
Total	100

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

PLEASE NOTE:

Assignments are due on the dates indicated on the schedule above. 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.

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

Last revised: August 2013