

ENG092a English Writing III

3rd quarter, Freshman

Instructor	Kelly King, Ph.D., Laura Kobata, Reginald Gentry, Albert Lehner, Ph.D., Nicolangelo Becce, Ph.D.
Class Style	Seminar
Active Learning	Active Learning Course
Credits	1
Class Times	Tuesday, period 3, Thursday, period 3

Course Description

This course will provide instruction in, and opportunities to develop and practice, a variety of English-language writing and thinking skills that will help prepare students to write, read, and think at a more elevated academic level. This course serves as a transition from informal to formal writing, from sentence-level writing and paragraphs to essays. Students will be introduced to academic writing skills such as in-text citations and the basics of using outside sources as supporting details and evidence in academic writing. An important aspect of this class will be to improve students' reading and analytical skills, in order to provide an academic basis for more advanced writing.

Course Objectives and Goals

- Presenting facts, feelings, and opinions in written English, and providing convincing reasons for your opinions.
- Learning how to edit for grammatical correctness and clarity of expression.
- Learning how to read a variety of texts for accuracy and interpretation.
- Learning how to make logical and imaginative connections in response to multiple texts on similar themes or in similar modes.
- Learning to write clear and precise short-answers to reading-based questions.
- Learning how to compare the information and opinions in different texts through clear writing.
- Writing clear, grammatically correct, multi-paragraph essays.
- Learning the basic patterns for a wide range of informal and formal kinds of written communication.
- Learning to paraphrase information from outside sources as well as how to do in-text citations.
- Learning about the issue of academic plagiarism.

Class Materials

Folse, K., Solomon, E., Muchmore-Vokoun, A (Eds.). (2014). *Great Writing 4:Great Essays* (4th Ed.). USA: National Geographic/Cengage Learning.

Notebook (A4)

A4 Binder

Evaluation Method

20% Quizzes (on readings, grammar, etc.)

50% Formal Essays (multi-drafts)

30% Writing Beyond the Classroom (journal writing, free writing, peer review, reading-based writing, other reflective writing or writing homework)

Attendance Policy

100% attendance is expected, though up to **one (1)** of the total number of class meetings (30) may be excused. **Two (2)** absences will result in the loss of one letter grade. **Four (4)** absences will result in a failing grade. Only personal family emergencies and urgent medical care are recognized as legitimate excused absences; otherwise, students are expected to attend classes. Medical absences can only be excused with a receipt of payment from a recognized clinic or hospital. Students must be on time. **Three (3)** times late will result in one absence.

Class Schedule (subject to change)

Week 1 Course Introduction, objectives/requirements/journal writing

Week 2 Unit 1: Writing the Introduction, Writing the Body & Writing the Conclusion

Week 3 Unit 1: Studying three different rhetorical modes of writing

Week 4 Unit 3: Intro to the Comparison Essay: Patterns of Organization, Connectors that show comparison and contrast, Developing Ideas for Writing

Week 5 Unit 3: Analyzing Comparison Essays/Narrative Essays, Subordination & Coordination

Week 6 Work on Essay #1 (Peer Review/Revision)

Week 7.5 Unit 4: What is a Cause-Effect Essay? Connectors for Cause-Effect, Developing Ideas for Writing
(End of Quarter 3)

Preparation and Follow-up

- Preparation: Read the relevant portions of the reference materials (about one hour)
- Follow-up: Review the content of the lecture and note any points you are not sure of (about one hour)