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| Course code and title:Semester and year:Class Time and location: | English 1 (ENG101)Spring 2016Multi Section Course |  |
| Last Revised on: | September 2015 |

* **CATALOG DESCRIPTION**

This course is designed to reinforce critical reading and effective writing skills, with emphasis on summarizing, paraphrasing and citing sources to develop documented essays in various modes. The course focuses on academic style and task-based work.

Prerequisite: English 009 or EEE score of 500-549 or its equivalent

* Course Prerequisite/Co-requisite:

ENG 009 or SAT score between 440 - 499

* Instructor

Name: Nermine Mufti Hage

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Office: Nicol, second floor, room203

Office Hours: MWF : 11:00-12:00 / TTH  1:00-3:00

Or by appointement

* **Course Learning Outcomes**

A student completing this course should:

1. W rite in a range of rhetorical modes, focusing on the particular mode and developing the essay accordingly.
2. Write well-developed essays with multiple main points and substantial support.
3. Read critically and respond constructively to professional and student texts.
4. Make rhetorical choices in writing concerning potential sources, content and form depending on purpose and audience.
5. Incorporate and cite from external sources in writing to produce a documented essay.
6. Revise and edit one’s own writing for organization, content and accuracy.
7. Engage in speaking/listening activities for a variety of purposes
* **Course Schedule**

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| **Week** | **Textbook Chapters** | **Focus points** |
| **Week 1****January****Mon.18 – Fri 22** | * Introduction to the course + discuss syllabus
* Diagnostic Tests: Essay and Grammar
* Refer students’ to Brief Guide to Sentence Errors (pp. 293 – 390)
 | * Focus on sentence errors
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| **Week 2****January****Mon. 25 – Fri 29**  | * Chapter 1: Academic reading and writing (pp.3 - 9)
* In class reading of “School is Bad for Children” by John Holt (p.9) +Discussion
* Homework: assign reading selection p. 18 (In Lieu of Prison, Bring Back the Lash, by Peter Moskos) to be read and annotated following the strategies learned in Chp.1.
 | * Strategies of rhetorical reading
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| **Week 3****February****Mon. 1 – Fri. 5** | * Correct homework in class
* Reading Comprehension quiz #1 with graded Journal (based on reading selection of instructor's choice)
* Start Chapter 2
 | * Audience in writing
* Thesis statement in an essay
* Types of introductions
* Body paragraphs (supporting details)
* Conclusions
* Titles
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| **Week 4****February****Mon. 8 – Fri. 12** | * Chapter 2: cover entire chapter with exercises)
* Refer to Chapter 4 (p.125) on exemplification when discussing supporting details
 | * Audience in writing
* Thesis statement in an essay
* Types of introductions
* Body paragraphs (supporting details)
* Conclusions
* Titles
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| **Week 5****February****Mon. 15 – Fri. 19** | * Writing a summary (p. 251) supplement with handout on writing summaries
* Practice summary in class: H.W: Choose an article and summarize it, or use articles from chp. 1, summarize and paraphrase specific parts.
 | * Writing a summary
* Taking notes from sources to use in an essay
* Summarizing, paraphrasing and documenting borrowed ideas
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| **Week 6****Februray****Mon. 22 – Fri. 26****February 22: Last day for Early Withdrawal** | * Catch up on writing summaries
* Quiz: Writing a summary in class
* Chapter 6: Cause-Effect (p.189 –215)

Read a text (teacher’s choice) from p. 204 -210 | * Summarizing, paraphrasing and documenting borrowed ideas
* Cause/Effect patterns of writing
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| **Week 7****February-March****Mon. 29 – Fri. 4** | * Chapter 6 (continue)
* Focus on use of quotations, summary, paraphrases (p.251-254)
* Refer to using sources for a purpose (p. 130)
* Focus on avoiding plagiarism, APA citations in-text, determining when to cite and not to cite a source (p. 264 – 280)
* Creating an out-line and sample draft of documented essay (p. 258 – 261)
* short story # 1
 | * Avoiding plagiarism
* In-text citation APA
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| **Week 8****March****Mon. 7 – Fri. 11** | * Essay #1: In Class Cause/Effect

(Documented essay: Use a short article, one page )* Chapter 3: Revising and Editing (p. 85) to edit the 2nd draft of the essay
 | * Revising content
* Coherence and unity in an essay
* Editing at the sentence level

Refer students to a Brief Guide to sentence errors p. 291 |
| **Week 9****March****Mon. 14 – Fri. 18** | * Chapter 8: Locating and evaluating sources (p. 250)
* Chapter 9: Documenting a Research Paper p. 262
* Revisit: APA citations in-text and focus on end-text, determining when to cite and not to cite a source (p. 264 – 280)
 | * Locating sources in the library
* Evaluating sources
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| **Week 10****March****Mon. 21 – Wed. 23****Friday 25- Monday 28: Annunciation Day and Western Easter**  | * Student APA Research Paper (p.281)
* Cover sample paper and how sources are integrated into the essay
* Cover questions on p. 287
* Class work: Practice writing APA reference list: Activity on p. 288
* Reading Comprehension quiz #2 with graded Journal (based on selection of teacher's choice)
 | * In-text citations
* Writing a reference list APA documentation style
* Analyze the documented essay in terms of style and format
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| **Week 11****March-April****Wed. 30 – Fri. 1****March 30: Last Day for Withdrawal (WP/WF)**  | * Continue work on documentation
* Chapter 5: Comparison-Contrast (p.157 – 186)
* Read text p. 174-181
* short story #2
 | * Compare/Contrast essays

Patterns of organization in compare/contrast |
| **Week 12****April****Mon. 4 – Fri. 8** | * Chapter 5: continued
 | * Compare/Contrast essays

Patterns of organization in compare/contrast |
| **Week 13****April****Mon. 11 – Fri. 15** | * Essay #3: Process Writing: Comparison-Contrast (documented essay)
* Revisit Chapter 3 for 2nd draft of essay: Compare / contrast
* Revising and Editing
 | * Refer students to a Brief Guide to sentence errors p. 291
* Chapter 3: Revising and Editing (p. 85)
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| **Week 14****April****Mon. 18 – Fri. 22**  | * Reading Comprehension quiz #3 with graded Journal (based on selection of teacher's choice)
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| **Week 15****April****Mon. 25 – Wed. 27** | * Short story # 3
* Catch up on unfinished business

Revision for the final exam |  |

* **Textbook/ e-book**

Clouse,B.F. &Russell,K.L.(2012). The student writer, custom edition for LAU.McGraw-Hill.

* Further References: An English-English Dictionary and/or a Thesaurus
* Course Grading

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| In-class Essays  | Essay 1: Cause/effect 25%; Essay 2: Compare/contrast 25% Total : 50% |
| Reading Quizzes | 20% |
| Guided Journals based on readingsand short stories | 5% |
| Summary | 5% |
| Final Exam | 20% |

#### Policy on Cheating and Plagiarism

Students caught cheating on an exam receive a grade of zero on the exam in their first cheating attempt and receive a warning. Students caught cheating for the second time will receive a grade of “F” in the course and another warning.

Plagiarism on assignments and project work is a serious offense. If plagiarism is detected, a student will be subject to penalty, similar to the cheating case, which ranges from receiving a zero on the assignment concerned to an “F” in the course in addition to a warning.

#### UNIVERSITY ATTENDANCE POLICY

1. Students are expected to attend all classes.
2. For valid reasons, students may miss classes for a maximum that is equivalent to two regular weeks.
3. When exceeding the maximum number of absences, it is the instructor’s prerogative to ask the concerned student to stop attending and drop the course. In this case, it is the student’s responsibility to drop the course; otherwise a grade of "F” or “NP" will be given.
4. In exceptional justified cases (long illness, etc…), where absences exceed the maximum, the student has to petition to the department Chair to be allowed to stay in the course.
5. Students are held responsible for all the material presented in the classroom, even during their absence
6. Based on the above, faculty will not include grades for attendance in their grading criteria in the syllabus.
* **WRITING CENTER**

The Writing Center is a free service provided to all students.  Each writer’s needs are the focus, so students can work with a tutor one-on-one to review and refine the structure, content, and organization of their essay, research paper, or any other written text.

The Writing Center (Nicol 206 in Beirut & Block B, Room 419 in Byblos) tutors are readers who will give suggestions and help students become better writers. Students have to prepare the material and consult with their instructor first since the tutors at the Center will assist but not do their work.

* **WITHDRAWAL POLICY**

1. A student who withdraws after the Drop/Add period and by the end of the 5th week of classes (10th day of classes for Summer Modules) will obtain a “WI” on that particular course. The student may process such request directly through the Registrar’s Office.

2. A student who withdraws from a course between the 6th week and the end of the 10th week of classes (18th day of classes for Summer Modules) will receive either a “WP” or a “WF”. “WP” or “WF” will be determined by the instructor based on the achieved academic performance in that course till the time of withdrawal.

3. The “WI” and the “WP” will not count as a repeat; whereas the “WF” will count as a repeat.

4. “WI”, “WP” and “WF” will not count towards the GPA calculation.

5. The deadlines for “WI” or “WP”/”WF” are clearly stated on the revised academic calendar on the LAU website: [*http://www.lau.edu.lb/academics/calendar/20122013/#spring\_2013*](http://www.lau.edu.lb/academics/calendar/20122013/#spring_2013)

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| **WI is equivalent to Early withdrawal****WP is equivalent to Withdrawal/Pass****WF is equivalent to Withdrawal/Fail** |

***Deadline for withdrawal from courses***: **Monday, February 22 (WI); Wednesday, March 30 (WP/WF)**

(It is the student’s responsibility to drop the course)