

FACULTY OF ARTS AND SCIENCES  
DEPARTMENT OF ENGLISH

English 203 (Academic English)  
Fall 2015 - 2016  
Classes Sept. 2 – Dec. 7

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### Course Description \_\_\_\_\_

English 203 is a sophomore level academic writing course designed specifically for the AUB student who will think, read, and write critically about contemporary themes and texts provided in its custom reader, *Shifting Narratives*, edited by AUB Instructors for the Anglophone Middle Eastern student. Throughout the semester, students explore the various stages of the writing process, learn how to invent and develop ideas, write multiple drafts, review peers' essays, and evaluate and reflect on their own writing, which should demonstrate the use of key rhetorical devices and rich content that are inherent in effective writing.

This course seeks to develop students' intellectual viewpoints and a writing voice through open class discussions; self-reflection developed through regular journaling; and reflective pieces on their writing. Combining a stronger self-knowledge with the understanding of the conventions of academic writing, students will produce approximately 40 pages of both formal and informal writing that ask questions and investigate possible answers through reflection, argument, analysis, and synthesis.

### Specific Learning Outcomes & Objectives \_\_\_\_\_

By the end of the course, you should be able to do the following:

1. Use active and critical reading strategies to learn, assess, and apply rhetorical strategies such as structure, diction, tone, audience, and purpose, as demonstrated through the reading selections.
2. Actively respond to and discuss assigned themes and texts in class and online discussions and in writing.
3. Apply knowledge of the phases of the writing process – invention, drafting, and revising – toward well-organized, structured, and documented exploratory and argumentative essays.
4. Find, evaluate, and ethically incorporate Internet and library sources, along with course texts, into documented writing.

5. Develop knowledge of classmates' and one's own writing progress through participation in writing workshops, peer review sessions, writing conferences, and reflective assignments.
6. Gain the basic skills of oral communication to persuade and inform the audience.
7. Learn how to communicate and present writing through various and alternative mediums.
8. Collaborate with peers on written and oral communication.

### Required Texts and Materials

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The Communication Skills Program requires all students to purchase original copies of the textbooks for this course. Purchasing a photocopy of the book means that you have violated international copyright laws and ignored the principles of Academic Integrity, which all faculty in this Program are committed to upholding.

Kirszner, Laurie G. and Stephen R. Mandell. *The Wadsworth Handbook. International Edition. 10<sup>th</sup> ed.* Australia: Wadsworth, Cengage Learning. 2014.

Sinno Z., R., Bioghlu-Karkanawi L., Fleszar D., N. Jarkas, Moughabghab E., Nish J. M., Rantisi R., Ward A. (Eds.). *Shifting Narratives: A Reader for Academic Writing.* Educart (Middle East) Publishing: Beirut, 2015.

### Communication Skills Course Requirements

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#### Course Assignments:

**Reading Response:** Reading responses are less formal writing assignments in which students engage with their reading(s), questioning, probing, contesting certain concepts in the reading(s), or simply presenting their reaction. The response could be formatted as a newspaper, article, blog, Pinterest post, and so on. These assignments range between 2 to 3 typed pages; use calibri font at a size of 11 or 12 max.

**Exploratory Synthesis:** Students will be required to write a formal essay in which they explore a topic. These assignments range between 4 to 5 typed pages; use calibri font at a size of 11 or 12 max.

**Argumentative Synthesis:** Students will be required to write a documented argumentative synthesis in which they support a certain position with regards to a contentious issue. This synthesis could be the continuation of the exploratory synthesis. These assignments range between 4 to 5 typed pages; use calibri font at a size of 11 or 12 max.

**Informal Writing:** Through informal writing students will negotiate ideas, express their opinions and discuss issues of interest. The venue for such informal writing could be blogs, the classroom forum, Pinterest, the classroom Facebook page, Twitter, and so on. These assignments widely range between 1 to 3 written pages and encompass blog posts and in-class assignments.

**Peer Review and Conferencing:** Students are required to correct each others work as well as conference with the Instructor before the final draft of each essay.

**Portfolio:** Students will submit 1 portfolio in which they present documents, reflect and comment on their work throughout the semester.

**Course Grading:**

Your grade will be based on a point system and will be broken down into the following parts/percentages.

Assignment	Percent	Due Date
<b>8 Blogs</b>	<b>20%</b>	
• Blog 1: Summary	2%	September 12
• Blog 2: Response Prep	2%	September 19
• Blog 3: Difficulty	3%	October 3
• Blog 4: Creative Writing	2%	October 10
• Blog 5: Doubting/Believing	3%	October 15
• Blog 6: Peer Review Summary	2%	November 1
• Blog 7: Syria, Research and Argumentation	3%	November 7
• Blog 8: Rewriting Activity	3%	November 26
<b>2 Responses</b>	<b>15%</b>	
• Response: Analysis	7%	September 26
• Response: Reading Texts	8%	October 19
<b>4 Essays</b>	<b>45%</b>	
• Exploratory Essay	7%	October 25
• Exploratory Draft 2	13%	November 7
• Argumentative Essay	9%	November 20
• Argumentative Draft 2	16%	December 2
Portfolio	5%	December 8
Reflective Journal	5%	December 8
Participation	10%	December 8
<b>Total</b>	<b>100%</b>	

**Participation Policy:**

The Communication Skills program defines participation in the writing process as: completing all assignments; completing all free-writing assignments; participating in writing workshops; participating in peer review sessions; participating in student-teacher conferences; and showing evidence of progress.

Your class participation grade includes the following components:

- Completing all reading assignments
- Completing all reflective writing
- Participating in and completing all informal writing (i.e. blogs, discussion forums, and so on)
- Participating in writing workshops
- Participating in peer review sessions
- Participating in student-teacher conferences
- Showing evidence of progress

**Attendance Policy:**

To maintain consistency across sections, attendance should be a requirement. Attendance is required in all Communication Skills courses.

**Submission Policy:**

Students are required to submit all assignments on time, whether online or hard copy. Students are responsible to keep track of due dates and class assignments and to take charge of their own learning. If you are absent on a specific date, you should find out what was assigned and come to class prepared the following session.

**Late Work Policy:**

I will accept late work on the condition you have discussed the matter with me before hand.

**Cellular Phones:**

Use of cellular phones in class for personal matters is strictly forbidden.

**Communications Skills Program Policies** \_\_\_\_\_

The table below illustrates the maximum number of permitted absences:

Classes	Before Week 10	Total
M/W/F	6	9
T/R	4	6

**Automatic Withdrawals and Failures Due to Absences:**

If a student is enrolled in more than 12 credit hours for the semester and misses more than the allowed number of absences by Week 10, the instructor will automatically request that the student be withdrawn from the course. If a student is only enrolled for 12 credit hours but has missed more than the allowed number of absences by Week 10, he/she will automatically earn a failing grade of 40 for the course. If a student misses more than the total number of allowed absences in a given semester, he/she will automatically earn a failing grade of 40 for the course.

**Excused Absences:**

If you must miss class due to an illness and wish to be excused, you must provide your instructor with a medical report and/or professional opinion issued by a qualified AUB employee, AUBMC doctor, or University Health Services. Students who seek excused absences for university-sanctioned events must provide an official letter from the sponsoring organization notifying your instructor of the absence at least one week before the event. Students are expected to complete assignments on time, actively participate in other class sessions, and to make up work missed as agreed with the faculty member.

**Schedule Conflicts:**

Note that no common exams or labs are to be scheduled that conflict with students enrolled in this class. You are responsible for communicating with all parties involved prior to the date of the conflict. Please note that any student who misses this class to take an exam or attend a lab is not excused from this class and is responsible for arranging for makeup work, should the instructor allow it.

Students are allowed to register for a Communication Skills course a maximum of three times, the third requiring permission of the student's advisor and the Department of English. Students withdrawn will be counted as having registered for the course one time.

### **Academic Integrity and Plagiarism Policy**

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In all writing, ideas and words taken from any source should be documented. Failure to credit ideas or material taken from sources constitutes plagiarism, a violation of the University's academic regulations, and is subject to disciplinary action.

**All writing you do for this course must be your own and must be exclusively for this course**, unless the instructor stipulates differently. Please pay special attention to the quotes, paraphrases, and documentation practices you use in your papers (note: if you are referring to work previously submitted for this course, then you must cite yourself).

**Academic Honesty** means applying the following standards to all submitted work:

- Documenting all proprietary information that is received from sources, including books, articles, websites, lectures, interviews, television, radio, and etc.
- Putting quotation marks around the words that were originally written or spoken by someone other than oneself.
- Clearly indicating ideas by other authors, even if they are paraphrased (written in your own words) or summarized.

### **Plagiarism:**

Engaging in any of the following activities constitutes plagiarism:

- Submitting a paper written by another student
- Requesting or paying someone to complete an assignment for you
- Taking material from secondary sources without proper documentation
- Copying, word for word, someone else's writing without putting that passage in quotation marks and identifying the source
- Taking someone else's writing, changing some of the words, and not identifying the source
- Taking someone else's ideas or organization of ideas, putting them into his/her words, and not identifying the source
- Having someone else change your writing – a tutor, friend, or relative, for instance – and creating the impression that this writing is your own work.
- Purchasing or downloading papers or passages from the Web.
- Using facts, data, graphs, charts, photographs, or other information without acknowledging the source with a footnote or reference. Borrowed facts or information obtained in one's research or reading must be acknowledged unless they are "common knowledge." Students should check with their teachers regarding what can be viewed as "common knowledge" within a specific field or assignment, but often the student will have to make the final judgment. When in doubt, footnotes or references should be used.

**Disciplinary Action:**

When confronting plagiarism, all instructors in the Communication Skills Program abide by the guidelines stipulated in [AUB's Student Code of Conduct](#), which states:

"It is the responsibility of the faculty to uphold university policies. Thus, the immediate responsibility for dealing with instances of cheating, plagiarism, and other academic violations rests with the faculty member. If a faculty member has good reason to believe that a student has violated academic standards, it is his or her responsibility to discipline the student expeditiously. A faculty member who has good reason to believe that a student has violated academic standards must give a grade of zero on the exam or assignment where the violation occurred. When the instructor has taken the initial disciplinary action, he or she should send a letter to the office of the Dean of the Faculty or School, in which the incident occurred, informing him/her of the incident and the initial action he/she has taken. A copy of the letter will be placed in the student's file, and another copy forwarded to the student's advisor for follow-up." (10)

**Turnitin:**

Turnitin is an online plagiarism-detection tool accessible via Moodle that many faculty at AUB use. Once your work is uploaded, it will be compared with an extensive database of student and publicly accessible writing. Your instructor may require you to upload your assignments to Turnitin. If uploading is required, you must comply or risk losing credit for the assignment. If you have questions about how the software works or how the Turnitin report has been used, please ask your instructor or set up an appointment with the Director of Communication Skills, Dr. Jennifer Nish (x3108, [jennifer.nish@aub.edu.lb](mailto:jennifer.nish@aub.edu.lb)).

**Grievance Procedure:**

If at any time during the semester you have concerns about the course, an assignment, or assessment, please set up a meeting to talk with your instructor about it. If need be, you may request a meeting with the Director of Communication Skills, Dr. Jennifer Nish (x3108, [jennifer.nish@aub.edu.lb](mailto:jennifer.nish@aub.edu.lb)). The goal of any meeting with the Director will be to improve communication between the student and course instructor, and to resolve the issue in such a way that course learning outcomes are achieved. **Please note that the instructor for the course is the final decision-maker for any issues that arise.**

**Resources for students:**

**Writing Center:** The Writing Center offers free, one-hour consultations for AUB writers at Ada Dodge Hall, 2nd floor balcony; West Hall 336; or Jafet Library, second floor reading room. Check the Writing Center webpage on the AUB website. Make an appointment by walking in or by logging on to <https://aub.mywconline.com/>

**Library Information Services:** Reference librarians and information specialists in the AUB libraries can support you individually with finding academic sources for your research. Jafet information librarians can be contacted in person in their office in the Jafet Library lobby, by email at [libinfo@aub.edu.lb](mailto:libinfo@aub.edu.lb), or by phone, extension 2629.



**Counseling Center, Student Affairs:** The center offers counsel and help to students with a range of academic and non-academic problems. If anything happening in your life is causing you distress and influencing your academic performance, and you feel you could benefit from professional help, contact Dr. Antoine Khabbaz. Ext. 3178. [ak28@aub.edu.lb](mailto:ak28@aub.edu.lb) or Ms Nay Khatcherian. Ext. 3152. [nk63@aub.edu.lb](mailto:nk63@aub.edu.lb). West Hall 210. Ms Ola Ataya. 3158. [oa03@aub.edu.lb](mailto:oa03@aub.edu.lb) .

Class Schedule			
Date	Class Work		Assignments
<b>Week 1: Introductions</b>			
2-Sep	Class Theme:	Getting to Know You	
	Class Reading:	<b>Get to Know You</b>	
	Class Activity:	Meet and Greet	
4-Sep	Class Theme:	Diagnostic Essay	
	Class Reading:	<b>Diagnostic Essay</b>	
	Class Activity:	Diagnostic Essay	
<b>Week 2: Language, Social Justice and Essay Basics</b>			
7-Sep	Class Theme:	Language and Oppression	
	Class Reading:	<b>(Vijayakuma 581).</b>	
	Class Activity:	Translation	
9-Sep	Class Theme:	How to Blog	
	Class Reading:	<b>How to Blog</b>	
	Class Activity:	How to Blog	
11-Sep	Class Theme:	Plagiarism, Summary and Paraphrase	Blog 1: Summary Due: 13-Sep
	Class Reading:	<b>Plagiarism, Summary and Paraphrase</b>	
	Class Activity:	Plagiarism, Summary and Paraphrase	
<b>Week 3: Oppression, Writing Basics and MLA</b>			
14-Sep	Class Theme:	Essay Basics and Explanatory Essay	
	Class Reading:	<b>Essay Basics and Explanatory Essay</b>	
	Class Activity:	Practice Essay Basics and Explanatory Basics	
16-Sep	Class Theme:	MLA	
	Class Reading:	<b>MLA</b>	
	Class Activity:	Practice MLA	
18-Sep	Class Theme:	Analysis	Blog 2: Response Prep Due: 19-Sep
	Class Reading:	<b>(Peters 45).</b>	
	Class Activity:	Practice Analysis	
<b>Week 4: Al Adha and Oppression</b>			
21-Sep	Class Theme:	Rape	
	Class Reading:	<b>(Midashi 658).</b>	
	Class Activity:	Analyze Mikdashi	
23-Sep	Class Theme:		

	Class Reading:		
	Class Activity:		
25-Sep	Class Theme:		<b>Al Adha</b>
	Class Reading:		
	Class Activity:		
	Class Activity:		
<b>Week 5: An Eye for Reading and Art</b>			
28-Sep	Class Theme:	Difficulty	Response 1: Analysis Due: 26-Sept
	Class Reading:	<b>(Salvatori and Donahue 53).</b>	
	Class Activity:	Transactional Reading	
30-Sep	Class Theme:	Con Art	
	Class Reading:	<b>(Grumdahl 398).</b>	
	Class Activity:	Visuals	
2-Oct	Class Theme:	Hip Hop	Blog 3: Difficulty Due: 3-Oct
	Class Reading:	<b>(Ogbar 451).</b>	
	Class Activity:	Audio	
<b>Week 6: Expressive Mediums</b>			
5-Oct	Class Theme:	Short Story	
	Class Reading:	<b>(Walker 629).</b>	
	Class Activity:	Personification	
7-Oct	Class Theme:	Speech	
	Class Reading:	<b>(Brando 589).</b>	
	Class Activity:	Write a Speech	
9-Oct	Class Theme:	Poetry	Blog 4: Creative Writing Due: 10-Oct
	Class Reading:	<b>(Piercy 338). (Beck 92).</b>	
	Class Activity:	Write a Poem	
<b>Week 7: An Eye for Reading and Faith</b>			
12-Oct	Class Theme:	Reading and Understanding Arguments	
	Class Reading:	<b>(Elbow 60).</b>	
	Class Activity:	Game Doubting and Believing	
14-Oct	Class Theme:	Faith	Blog 5: Doubting/Believing Due: 15-Oct
	Class Reading:	<b>(Kunzru 152).</b>	
	Class Activity:	Debate On God	
16-Oct	Class Theme:	Political Faith	
	Class Reading:	<b>(Duncombe 156).</b>	
	Class Activity:	Venn Diagram	
<b>Week 8: Feminism</b>			
19-Oct	Class Theme:	Stay at home Dad	Response 2: Reading Texts Due: 19-Oct
	Class Reading:	<b>(French 232).</b>	
	Class Activity:	Understanding the Text	
21-Oct	Class Theme:	Fifty Shades of Gray	
	Class Reading:	<b>(Gay 216).</b>	



	Class Activity:	Feminism and Writing	
23-Oct	Class Theme:	Arranged Marriage	Essay Draft 1: Feminism Due: 25-Oct
	Class Reading:	(Alrifai 227).	
	Class Activity:	Free Writing	
<b>Week 9: Homosexuality</b>			
26-Oct	Class Theme:	Being a Lesbian	
	Class Reading:	(Meem 249).	
	Class Activity:	Nadine Talks	
28-Oct	Class Theme:	Back in the Gay	
	Class Reading:	(Saletan 253).	
	Class Activity:	Presentations	
30-Oct	Class Theme:	Peer Review	Blog 6: Peer Review Summary Due: 1-Nov
	Class Reading:	Peer Review	
	Class Activity:	Peer Review	
<b>Week 10: New Media</b>			
2-Nov	Class Theme:	Connections in New Media	
	Class Reading:	(Adler 494).	
	Class Activity:	Answer the Question	
4-Nov	Class Theme:	Language and New Media	
	Class Reading:	(Knibbs 546).	
	Class Activity:	Write a Creative Piece	
6-Nov	Class Theme:	Library	Essay Draft 2: Feminism Due: 7-Nov
	Class Reading:	Library	
	Class Activity:	Library	
<b>Week 11: An Eye for Writing and Syria</b>			
9-Nov	Class Theme:	Blogging and its Implications	
	Class Reading:	(Nakamura 520).	
	Class Activity:	Questionnaire about Blogging	
11-Nov	Class Theme:	Marginalization	
	Class Reading:	(Alhayek 599).	
	Class Activity:	Using Graphics	
13-Nov	Class Theme:	How to Argue	Blog 7: Syria, Research and Argumentation Due: 15-Nov
	Class Reading:	(Seyler 45).	
	Class Activity:	PowerPoint Activities	
<b>Week 12: Resistance</b>			
16-Nov	Class Theme:	Heros	
	Class Reading:	(Evans 144).	
	Class Activity:	Utopia	
18-Nov	Class Theme:	Occupy Movement	
	Class Reading:	(Monbiot 124).	
	Class Activity:	Research	

20-Nov	Class Theme:	Enviornmentalism	Essay 2: Argumentation Due: 20-Nov
	Class Reading:	<b>(Cottle 634).</b>	
	Class Activity:	YouStink	
<b>Week 13: Body</b>			
23-Nov	Class Theme:	Sickness	
	Class Reading:	<b>(Mairs 348).</b>	
	Class Activity:	Dancing	
25-Nov	Class Theme:	Peer Review	Blog 8: Rewriting Activity Due: 26 Nov
	Class Reading:	<b>Peer Review</b>	
	Class Activity:	Peer Review	
27-Nov	Class Theme:	Men and Body	
	Class Reading:	<b>(Santa Cruz 333)</b>	
	Class Activity:	Men Vs Women	
<b>Week 14: Emotions</b>			
30-Nov	Class Theme:	Emotional Intelligence	
	Class Reading:	<b>(Cherniss 300).</b>	
	Class Activity:	Emotional Intelligence Quiz	
2-Dec	Class Theme:	Family	Draft 2 Essay 2: Argumentation Due: 2-Dec
	Class Reading:	<b>(Sedaris 275).</b>	
	Class Activity:	Emotions	
4-Dec	Class Theme:	Last Day of Classes	Portfolio and Reflective Journal Due: 8-Dec
	Class Reading:	<b>Last Day of Classes</b>	
	Class Activity:	Last Day of Classes	