AMERICAN UNIVERSITY OF BEIRUT

**ENGLISH DEPARTMENT**

**English 203 – Academic English**

**Course Syllabus, Policies and Schedule**

**Fall 2010**

**Instructor: Maya Kesrouany Office Hours: M-W 11-12**

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# course description

English 203 is designed to develop critical thinking and academic reading and writing. Throughout the semester, students explore and practice the various stages of the writing process. Thus, they will gather and synthesize information, develop ideas, plan, write multiple drafts, and review their own as well as their peers' writing. Students will produce well-developed writing based on their analysis of, and response to thematic articles presented in class. Furthermore, students will engage in self-reflection and will be given the opportunity to express their "voice" in writing.

*Prerequisite: 531-569 on the EEE or 590- 653 on the TOEFL (243-280 on the CBT or 96-115 on the IBT) or ENGL 102, or a grade of 70 or above in English 100.  Each semester. [3 credit hours.]* Source: <http://staff.aub.edu.lb/~webengl/course1.htm>and <http://staff.aub.edu.lb/~webregist/catalogue.htm>

# OBJECTIVES

By the end of the semester, the students will be able to:

1. Use active reading strategies to analyze/synthesize academic, journalistic, and literary texts.
2. Develop schemata by reading texts related to universal/controversial issues.
3. Read critically to evaluate texts.
4. Respond to thematic texts in both written and oral forms.
5. Discuss assigned themes.
6. Complete timed, in-class responses.
7. Practice writing strategies for inventing and revising.
8. Complete multiple drafts of essays.
9. Write documented essays that require synthesizing thematic readings and that demonstrate an awareness of structure and organization in conveying purposeful messages.
10. Develop a "personal voice" by expressing viewpoints in writing.
11. Find sources, judge their validity, and incorporate relevant information in essays.
12. Participate in writer's workshop, peer review sessions, and writing conferences.
13. Analyze and discuss their own writing.
14. Reflect on their learning and development as writers.

# LEARNING OUTCOMES

1. Read and analyze texts critically and link several readings to the same theme.
2. Discuss background knowledge gained through reading and share information through collaborative tasks.
3. Assess rhetorical elements (structure, diction, tone, audience, and purpose) of reading selections.
4. Reflect on, report orally, and respond in writing to thematic texts.
5. Apply strategies for inventing and revising.
6. Learn to write timed, in-class responses.
7. Apply knowledge of the writing process in order to complete multiple drafts.
8. Produce well-organized, documented essays that adequately address a prompt, reflect a synthesis of texts, and include an expression of opinion.
9. Learn to find and evaluate internet sources used in preliminary research.
10. Assess classmates' and one's own writing through participation in peer review sessions and writer's workshops.
11. Develop self-knowledge about one's progress in writing and assess one's strengths/ weaknesses by completing reflective tasks.

# RESOURCES

Sinno, Rantisi, Zeineddine, Honein, Najjar. (2010). *Shades of Gray: A Reader for Academic Writing.*  Essex: Pearson Education Limited.

Course packet – available from the AUB Bookstore

The Moodle site for this course.

**Student Responsibilities**

1. Attendance: Missing class will negatively impact your performance. If you miss more than one fifth (1/5) of the total number of class hours (i.e. 9 classes), you will be automatically withdrawn (i.e. dropped) from the course. If you are absent, you are still responsible for the material covered in class. You can contact me or a classmate, or access Moodle. The fact that you were absent does NOT excuse you from assignments or examinations. If you let me know before class with a legitimate excuse that you will be unable to attend, your absence will be excused. [http://staff.aub.edu.lb/~webfas/faculty\_resources/rules\_and\_regulations\_highlights.html#Attendance](http://staff.aub.edu.lb/%7Ewebfas/faculty_resources/rules_and_regulations_highlights.html#Attendance)
2. Active Participation: Class discussions are the main driving force in this class. You will learn the skills you need to continue your education by active discussion and participation. Nothing you say (unless offensive to anyone) is wrong, and should someone offend you or your opinion, they will be punished for it. Participation means: attending class regularly; turning assignments in on time; completing all reading assignments; participating in discussions.
3. Class Materials: bring the original – not a photocopy – of the assigned textbooks and any other materials required by your teacher. Also bring a pen and notebook and any other material necessary for you to take notes and participate productively in class.
4. Student Conduct: If you arrive late, quietly take your place and listen. If you arrive more than 8 minutes late, you will not be admitted into the classroom. Three lates are equivalent to one absence. Do not use your cell phone. Do not disturb your friends. Be respectful in your interaction with other students and the instructor. View the relevant AUB Policies & Procedures on codes of conduct at <http://pnp.aub.edu.lb/general/conductcode/158010081.html>
5. Academic Integrity: **Policy on Plagiarism**

Students are expected to submit their **own** work, thereby avoiding any form of plagiarism. Students should be aware that engaging in any of the following activities constitutes plagiarism:

* + Submitting a paper written by another student (either from a previous 203 course, from another 203 section, or from another university)
  + Requesting or paying someone to complete an assignment for you
  + Deliberately taking material from secondary sources and submitting it as your own
  + Submitting essays written in school without citing them as references on the reference page.

Plagiarism is a violation of the University’s academic regulations, and is subject to disciplinary action. More specifically, “if a faculty member has reason to believe that a student has violated academic standards,” the following actions will be taken:

* The first time a student is caught plagiarizing, he/she will receive a failing grade of a zero on the assignment.
* If the student continues to plagiarize even after receiving a zero, he/she will be given a Dean’s Warning (Academic Integrity at AUB, Chapter Two).

For further information, please refer to the AUB Student Handbook section on “Academic Integrity”, p. 45. All graded assignments will be submitted to Turnitin on Moodle before any final grade is given.

1. Respect deadlines: Assignments are due in class at the very beginning of the session. One calendar day late costs you 10% of your grade. Two calendar days cost you 20%. More than two calendar days will cost you 50% of your grade (a failing grade).
2. Assessment: The minimum passing grade for this course is 60. Grades are non-negotiable. You may discuss your grades and inquire about the grades received and the reasons behind them however, consistently contacting your teacher (through email, phone or in person) to change your grade (for whatever reason) will be considered is a form of harassment. For further details on harassment refer to <http://pnp.aub.edu.lb/general/conductcode/158010081.html>
3. Make ups for missed work: in case of an illness or another medical condition which prevents you from meeting deadlines or participating in other critical components of the course, make sure to provide your instructor with a medical excuse certified by University Health Services. Only then will your instructor be able to consider giving you a make-up activity.
4. Back up your work: keep both hard and electronic copies of all assignments until you are given the final grade. Back up your computer files regularly, so your work does not disappear altogether when your computer crashes. Computer crashes will not be considered a valid excuse for missing deadlines.

**ASSIGNMENT FORMAT**

\*\*\*\*EMAILED ASSIGNMENTS ARE NOT ACCEPTED IN LIEU OF BRINGING HARDCOPIES TO CLASS. **If you are absent and must turn in your work by E-mail, it must arrive in my E-mail box by the start of class; otherwise, it is considered one day late. Then, you will need to bring in a hard copy the next class period.**

**ALL** assignments, except for some in-class work, will be typed and must include the following:

* **Heading** (Name, Course, Prof. name, Date, Assignment);
* **Your last name, page #** in upper right hand corner (header);
* **12-point font**, **Times New Roman**;
* **Double-spaced**;
* **1-inch margins**

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| Clark 1  Jane Clark  Eng 203/Section 20  Maya Kesrouany  January 1, 2006  Assignment (ie: Essay #1: Critique)  The Castle Inn on the Hill  The Castle Inn is like mama’s home cooking served on bone china. It stands  modestly in San Francisco’s Russian Hill neighborhood where boutiques sell small |

Example:

**GRADE DISTRIBUTION**

Unit I: Keep track of your grade

Response 1: 5 % 2.5

Response 2: 5 % 2.5

Test 1: 10 % 10

Essay 1 (drafts 1 and 2): 20 % 20

Unit II:

Response 3: 5 % 2.5

Response 4: 5 % 2.5

Test 2: 10 % 10

Essay 2 (drafts 1 and 2): 20 % 20

Presentation 5

Portfolio: 5 % 5

Attendance, Participation, and Class work: 10 % 10

Add your total \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**COURSE SCHEDULE**

# Week 1: Sept. 27 – Oct. 1

Monday, Sept. 27 2010: Introduction to the course.

Wednesday, Sept. 29, 2010: Diagnostic Essay

Friday, Oct. 1, 2010: Introduction to critical reading

Robert Rodriguez “The Good, Lonely Company of Books”

**Week 2: Oct. 4 – Oct. 8**

Monday, Oct.4, 2010: Read from Handbook parts on avoiding Plagiarism” + summarizing/paraphrasing/quoting

Discussion of Oliver Goldsmith’s “National Prejudice”

Practice Summary Writing

Wednesday, Oct. 6, 2010: Dima Hilal’s “gaflah-the sin of forgetfulness”

Assign response 1/ **Response writing guidelines**

Friday, Oct. 8, 2010: Discussion of Amin Maalouf’s “Deadly Identities”

**Writing Thesis Statement/Paraphrasing**. From *Writing Matters*, Chapter 3, “Organizing and Drafting Your Project”

**Week 3: July 5 – July 9**

Monday, Oct. 11, 2010: Michael Slackman’s “Young and Arab in Land of Mosques and Bars

Response 1 due

###### Wednesday, Oct. 13, 2010: Andrea Elliott “An Imam in America: A Muslim Leader in

###### Brooklyn, Reconciling 2 Worlds”

Audience/Tone

Write a Thesis Statement

Assign Response 2

Friday, Oct. 15, 2010: “Islam in Two Americas” and “For American Students”

*Writing Matters* pages 124-137 on Critical Reading

**Week 4: Oct. 18 - Oct.22**

Monday, Oct. 18, 2010: Judith Ortiz Cofer’s “The Myth of the Latin Woman”

*Writing Matters* chapter 3: “Organizing and Drafting”

Wednesday, Oct.20, 2010: Firoozeh Dumas “The ‘*F* Word’”

Friday, Oct. 22, 2010: UNIT I TEST

**Week 5: Oct. 25- Oct.29**

Monday, Oct. 25, 2010: Response 2 due

Writer’s workshop: Outlining and writing a thesis statement

*Writing Matters* pages 74-78; Handbook readings on thesis statements

Assign essay 1, draft1

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Wednesday, Oct. 27, 2010: Writer’s workshop: discussion of students’ sample outlines and thesis statements

*Writing Matters*- Grammar chapters 32-34 “Grammar,” “Sentence Fragments,” and “Comma Splices and Fused (Run-On) Sentences”

**Portfolio / Course file 1due: Minimal content: Diagnostic essay, reading responses 1 & 2, essay drafts 1 & 2, peer review, reflective journal, and other in class writings**

Friday, Oct. 29, 2010: Essay 1, Draft 1 due

Peer review

Assign reflective journal

**Week 6: Nov. 1 – Nov. 5**

# Monday, Nov. 1, 2010: Conferences

Wednesday, Nov. 3, 2010: Conferences

Friday, Nov. 5, 2010: Conferences

**Week 7: Nov. 8 – Nov. 12**

# Monday, Nov. 8, 2010: Introduction to unit 2; Introduction to argumentation – Oral debate in class on KATHERINE ZOEPF “Where the boys are, at least for now, the girls Pounce”

# Wednesday, Nov. 10, 2010: Michael Medved’s “That’s Entertainment? Hollywood’s Contribution to Anti-Americanism Abroad”

Friday, Nov. 12, 2010: Carla Power and Reem Haddad’s “Look Who’s Talking”

Introduction to Argumentation and Fallacies

Argumentation Handouts

**Week 8: Nov. 15 – Nov. 19: WEEK OFF**

Monday, Nov. 15, 2010: Al-Adha Holiday OFF

Wednesday, Nov. 17, 2010: Al-Adha Holiday OFF

Friday, Nov. 19, 2010: OFF

**Week 9: Nov. 22 – Nov. 26**

Monday, Nov. 22, 2010: Independence Day – OFF

Wednesday, Nov. 24, 2010: Nancy Linthicum’s “‘Degenerate’ Pop: Threat to Arab Music Renaissance or Mere Sign of the Times?” (Presentation + Response 3)

Friday, Nov. 26, 2010: Charles Paul Freund’s “Look Who’s Rocking the Casbah: The Revolutionary Implications of Arab Music Videos” (Presentation +

Response 3)

**Week 10: Nov. 29 – Dec. 3**

Monday, Nov. 29, 2010: Malcom Gladwell’s “Brain Candy: Is Pop Culture Dumbing Us Down or Smartening Us Up?” (Presentation + Response 3)

Wednesday, Dec. 1, 2010: Alice Fordham’s “Bombs and Botox in Beirut: How Do You Cope with Living in Lebanon? Get a Nose Job” (Presentation + Response 3)

Friday, Dec. 3, 2010: Zawadi Lemayian’s “Perfect Beauty… Or So it Seems” (Presentation + Response 3)

**Assign response 4**

**Week 11: Dec. 6 – Dec. 10**

Monday, Dec. 6, 2010: Library session 1: Introduction to Research

Wednesday, Dec. 8, 2010: Toby Young’s “Facebook versus MySpace” (Presentation + Response 3)

Response 4 due

Assign essay 2 draft 1

Friday, Dec. 10, 2010: Joel Stein’s “My So-called Second Life” (Presentation + Response 3)

Discussing students’ most common sentence errors

**Week 12: Dec. 13 – Dec. 17**

Monday, Dec. 13, 2010: UNIT TEST II

Wednesday, Dec. 15, 2010: Library session 2- Researching articles for essay 2

Friday, Dec. 17, 2010: Writer’s workshop

Going over a previous student’s sample argumentative essay

Collectively correcting some students’ thesis statements/outlines for their assigned argumentative essays;

From Handbook, readings on Transition Strategies, writing parallel structures, and outlining.

**Week 13: Dec. 20 – Dec. 24**

Monday, Dec. 20, 2010: Essay 2 draft1 due

MLA Citation System – Read from *Writing Matters* Chapter 17; “Documenting Sources”

Assign Reflective Journal

Wednesday, Dec. 22, 2010: OFF

**Christmas Break: Thursday Dec. 23 – Monday January 3.**

**Week 13: Jan. 3 – Jan. 7**

Monday, Jan. 3, 2010: Writer’s Workshop; more on citations

Wednesday, Jan. 5, 2010: Practice argumentation and synthesis in class

Friday, Jan. 7, 2010: Peer review

**Week 14: Jan. 10 – Jan. 14**

Monday, Jan.10, 2010: Writing Conferences

Wednesday, Jan. 12, 2010: Writing Conferences

Friday, Jan. 14, 2010: Writing Conferences

**Week 15: Jan. 17 LAST DAY OF CLASS. The final portfolio is due on Monday, January 17th in class (absolutely no delays will be tolerated.)**

**Final Portfolio / Course File Minimal Content:**

* **Portfolio / Course file 1**
* **unit 2 reading responses 1 & 2**
* **unit 2 essay drafts 1 & 2 & peer review**
* **unit 2 reflective journal**
* **other in-class writings**