

COURSE SYLLABUS

COURSE TITLE:	Critical Reading and Writing	COURSE CODE:	ENGL120
PREREQUISITES:	None	SEMESTER:	FALL 2020
INSTRUCTOR:	Morene Ach	CREDITS:	3
EMAIL:	mo.ach@orange.fr mach@groupe-igs.fr	SCHEDULE:	Group 1 Tuesday 8h30-11h30

COURSE DESCRIPTION:

The classes will be devoted to the development of the essential researching, compiling and writing skills necessary to function in an American academic environment. We will examine texts, poetry, and songs in order to explore how a particular writer has structured his/her ideas and used language to communicate his/her visions, emotions or opinions. We will investigate contemporary phenomena, people and trends to perfect the fine art of understanding. Students will also work on structuring different types of written work and oral work.

COURSE OBJECTIVES:

The objective of this class is to develop students' ability to write clear, well-constructed text in English, suitable for an American academic environment, so that they are able to do justice to themselves and to their ideas.

EXPECTED LEARNING OUTCOMES:

Upon completion of this course, students should be able to:

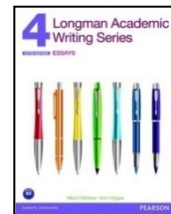
- Examine word art: spinning magic with words
- Archaeology (divining sense and meaning) learning to dig-research methodology
- Sew it together (the couture in coherence) creating unity and structure.
- Develop students' ability to organize, analyse and express ideas in a clear, methodical and poetic fashion.
- Hunt, seek, gather, investigate, and research information on any given subject
- Perfect the architecture of the basic essay structure – a skill which will serve throughout an academic career regardless of subject matter or domain.
- Further consolidate the students' writing competency through the examination and experimentation of distinct essay styles (compare/contrast, cause and effect, argumentative) suitable for an American academic environment.

MANDATORY TEXTBOOK:

Longman Academic Writing Series 4: Essays (5th Edition) by Oshima and Hogue

ISBN-13: 978-0132915694

(N.B. you must bring this book with you for each class)



EVALUATIONS:

The final grade will be determined as follows:

- Written Work: 25%
- Final Exam: 50%
- Sincerity:(Classroom Workshops, assignments, presentations) 25%

Presence in class is mandatory. More than 2 absences will lead to a failing grade.

COURSE SCHEDULE:

Dates	Reading/Homework	Session Content
22 Sept	Prewriting and the four main stages in the writing process; Oshima Introduction to the course (textbook, evaluations, expectations and methodology)	The Pyramid blue prints: brick by brick- Building foundations: Generating Ideas: Mind Maps, Lists, Freewriting. See, Hear, Taste, Feel Touch: the magic of life Intro to the Archaeological Dig (divining meaning, truth, intentions) Reading: Elizabeth Wurtzel <u>The Blonde in the Bleachers</u>
29 Sept	Oshima ch. 1: paragraph writing workshop (Building Blocks)	Journey Itinerary: Establishing theme, subject, thesis; Divining meaning (getting inside words) Techniques , hints, style and substance: Creating Unity and Coherence-Oshima ch. 2
6 Oct	Paragraph to Essay: Introduction, Thesis Statement, Body, Conclusion-Outline	Journey Itinerary: Putting It all Together. Writing a Logical Division of Ideas Essay – Ch 4
13 Oct	Single-Submission Essay	Written Work Project 1- In-class writing assignment.
20 Oct	Backing it up: (Introduction to Information Infusion)	Supporting ideas/Managing Outside Sources- Oshima ch. 3 Appendix E. How to Insert Outside Information into your own writing-learning to sustain and support,

		defend and illustrate. Oshima Ch. 8 Paraphrase and Summary Sincerity Factor 1: In-class assignment: Sourcing Workshop : learning to quote, summarize, paraphrase
27 Oct	Oshima ch. 7: Comparison/Contrast Essays: study and writing workshop Transition signals, building blocks, content structure behind the architecture of the compare and contrast essay	Compare/Contrast in-class Workshop Part 1: (Building a compare/contrast prototype outline model). Understanding Tom Wolfe's <u>:Pornoviolence:</u> examining the proliferation of violence in American society: divining and perceiving Wolfe's arguments and identifying his thesis. Compare/Contrast in-class Workshop Part 2. Gloria Steinem: <u>Erotica and Pornography</u> ; The XXX Factor by Julie Hanus: examining the proliferation of sexual content in American society.
3 Nov	Oshima Ch. 6: Cause and Effect Essays-understanding the mechanics behind the cause and effect essay- Examining reason and result essays	Theme Investigation (Researching and Reporting Techniques): The Mcdonaldization of Society: How Mcdonalds changed not only our eating habits, but business practices on every level. Launch Rewritten Text- Written Work Project 2
10 Nov	Oshima: Ch 8 Expressing Opinions and Formulating Arguments: The Argumentative essay structure and architecture	Taking a Stand, Defending a Position. SUSTAINABLE ECONOMY: <u>Theme investigation</u> : IS TOURISM SUSTAINABLE?- Reading: Base of the Pyramid " or the " BoP ": - the largest, but poorest socio-economic group: emerging consumer potential. Launch Sincerity Factor: Research and Report: Theme Investigation
17 Nov	Peer Review-Peer Editing Presentation: DEBATE DAY	Becoming a Better Writer: techniques and hints.
24 Nov	Research Methodology: the final mix, weaving volume into writing (reference documents, interviews, quotations, statistics)	Deadline: Rewritten text submission, Sourcing Workshop



8 Dec	Research and Report: Theme Investigation	Perfecting the art of digging, fishing and hunting for information on a theme-based project
15 Dec	Final In-Class Exam	

The schedule of Final Exams will be confirmed and published by 31 October 2020. The last day of the semester is 18 December 2020. DO NOT PLAN ANY TRAVEL BEFORE THIS DATE AS THERE ARE NO MAKE-UP EXAMS.

WRITING ASSIGNMENT RUBRIC

HOLISTIC SCORING

Score 6: A

A 6 paper commands attention because of its insightful development and mature style. It presents a cogent analysis of or response to the issue, elaborating that response with well-chosen examples and persuasive reasoning. The 6 paper shows that its writer can usually choose words aptly, use sophisticated sentences effectively, and master the conventions of written English. Ample supporting evidence is provided and detailed in sophisticated language and description.

Score 5: B

A 5 paper is clearly competent. It presents a solid analysis of or response to the issue, elaborating that response with appropriate material and sensible reasoning. A 5 paper typically has a less fluent and complex style than a 6, but does show that its writer can usually choose words accurately, vary sentences effectively, and observe the conventions of written English. Supporting evidence is more limited and exemplification is less demonstrative.

Score 4: C/C+

A 4 paper is satisfactory, sometimes marginally so. It presents an adequate analysis of or response to the issue, elaborating that response with some superficial basic knowledge and acceptable logic. Just as examples and reasoning, will ordinarily be less developed than those in 5 papers, so will the 4 paper's style be less effective. Nevertheless, a 4 paper shows that its writer can usually choose words of sufficient precision, control sentences of reasonable variety, and observe the conventions of written English. Listing and non-elaboration of theme.

Score 3: C-

A 3 paper is unsatisfactory in one or more of the following ways. It may analyze or respond to the issue illogically; it may lack coherent structure or elaboration with examples; it may reflect an incomplete understanding of the text or the topic. Its prose is usually characterized by at least one of the following: frequently imprecise word choice; little sentence variety; occasional major errors in grammar and usage, or frequent minor errors.



Score 2: D

A 2 paper shows serious weaknesses, ordinarily of several kinds. It frequently presents a simplistic, inappropriate, or incoherent analysis of or response to the issue, one that may suggest some significant misunderstanding of the text or the topic. Its prose is usually characterized by at least one of the following: simplistic or inaccurate word choice; monotonous or fragmented sentence structure; many repeated errors in grammar and usage.

Score 1: F

A 1 paper suggests severe difficulties in reading and writing conventional English. It may disregard the topic's demands, or it may lack any appropriate pattern of structure or development. It may be inappropriately brief. It often has a pervasive pattern of errors in word choice, sentence structure, grammar, and usage.