**East West University  
Department of English  
Spring 2021**

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| **Course Details** | |
| **Course Name** | **Composition and Communication Skills** |
| **Course Code** | **ENG 102** |
| **Credit** | **3** |
| **Section** | **27** |
| **Class Time** | **TR 11:50-1:20** |

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| **Instructor Details** | |
| **Course Instructor** | **Israt Jahan (MIJ)** |
| **Designation** | **Assistant Professor** |
| **Office Room No.** | **249** |
| **Office Hour:**  MW: 12:30-1:20, ST: 12:30-1:20, TR: 1:40-2:40 | |
| **Email:** | **shantiewu@ewubd.edu** |

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| **Useful links to attend google classroom:**   "How to Join Google Classroom from Mobile Devices" <https://www.youtube.com/watch?v=K9eKZ9EzdoI>    "How to Join Google Classroom from Desktop Browsers"  <https://www.youtube.com/watch?v=boASgJpSNZc>  How to Submit an Assignment in Google Classroom from Desktop/Laptop" <https://www.youtube.com/watch?v=FvBJp6RmqLg>  How to Submit an Assignment in Google Classroom from Mobile Devices"  <https://www.youtube.com/watch?v=evi9WChatUU> |

**Course Description:** The contents of Composition and Communication Skills have been selected and designed to develop students’ abilities to think, organize and express their ideas clearly and effectively in different genres of writing. The course incorporates a wide range of reading texts (fictional and non-fictional) to develop students’ critical thinking which is one of the most essential elements required to write a good piece of academic writing. Emphasis is particularly put on the various forms of essay writing such as descriptive, narrative, cause-effect, compare-contrast, process, and argumentative. Besides this, students will be given input on communicative aspects of English writing as a way of preparing them to meet the demands of professional writing. A term paper (a long critical essay/a small-scale research activity) is another requirement of the course that focuses chiefly on argumentation and academic research strategies, for example, applying the skills of summarizing and paraphrasing.

**Course Objectives:** The course is designed for students to:

* Write organized and structured essays that are both grammatically and syntactically sound.
* Improve skills in critical reading and thinking.
* Develop skills to communicate effectively and professionally.

**Course Learning Outcomes (CLOs):** By the end of the course, students will be able to:

1. employ strategies of pre-writing, drafting, and revising, taking into consideration rhetorical purpose, the knowledge and needs of varied writing contexts, and the feedback of instructors and peers;
2. develop a 5-paragraph essay with a coherent thesis statement and paragraph length of 6-10 sentences in basic rhetorical modes (e.g., description, narration, comparison/contrast, cause-effect, argumentation, or process);
3. demonstrate the knowledge of genre conventions and structure (e.g., introductions, paragraphing, transitions) in ways that serve the development and communication of information and ideas;
4. edit such that choices in style, grammar, spelling, and punctuation contribute to the clear communication of information and ideas;
5. reflect on what contributed to their writing process and evaluate their own and their peers’ work
6. use language to explore and analyze contemporary issues, both local and global;
7. acquire skills in summarizing, paraphrasing, synthesizing, and explaining information from various sources;

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1. conduct inquiry-driven small-scale research, using appropriate data collection methods and properly attributing and citing the language and ideas of others to avoid plagiarism;
2. become an academic writer and critic of any text written in English;
3. participate successfully in the discourse of the university community and beyond.

**University Graduate Attributes**

This course will provide students with an opportunity to develop the Graduate Attribute (s) specified below:

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| **University Graduate Attributes** | **Course Learning Outcomes (CLOs):** |
| 1. Deep discipline knowledge | b, g, h, i |
| 1. Critical thinking & problem solving | a, b, c, d, e, f, h |
| 1. Teamwork & communication skills | a, d, e, h, j |
| 1. Career & leadership readiness | a, b, c, d, e, f, g, h, i, j |
| 1. Intercultural & ethical competency | b, c, f, g, h, j |
| 1. Self-awareness & emotional intelligence | d, e, I, j |

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| **Term** | **Course Content** |
| **1st** | **Introduction:** Introduction to basic ideas relating to composition and communication skills.  **Writing Activities:** Essay writing: writing steps: principles and classroom techniques; prewriting; outlining (drafting); revising; editing; proofreading; topic sentence etc.; narrative and descriptive essays ( online submission at least **ONE** complete draft for any one of the essays to be checked by the teacher); Email writing, Summary, Paraphrase, Term Paper (Conceptual orientation, proposal & outline submission) - An introduction to the writing of a term paper; its methodologies; discussing sample(s); A classroom ‘presentation’/online submission of the outline: the *whats*, the *whys and wherefores*, and the *hows*. (You will have to SUBMIT the TOPIC of your TERM PAPER in due time for APPROVAL) |
| **2nd** | **Writing Activities:** Essay writing: comparison-and-contrast and cause-and-effect (online submission of at least One complete draft for any one of the essays to be checked by the teacher); Response Essay, Term paper (Draft submission) |
| **3rd** | **Writing Activities:** Essay writing: process analysis and argumentative (submission of at least one complete draft for argumentative essay to be checked by the teacher); news report writing.  **Final Submission** of **TERM PAPER**. |

**Term Paper:** Word limit for term paper is 1200-1500 words (pair/group of three).

**Portfolio topics:**

* 2 drafts of Descriptive/narrative essay
* 2 drafts of Compare & Contrast essay/Cause & Effect essay
* 2 drafts of Argumentative essay/process analysis essay

**Assignment topics:**

* Response paper
* News Report writing

\*\*\* Teacher can use peer feedback/self-evaluation technique for teaching one of the essays and can provide overall feedback on students’ work in the class.

**Quiz: (**Minimum Two quizzes)

Teacher will choose any of the topics for quiz, e.g., Email writing /paraphrasing /summarizing /conceptual questions, e.g., identifying topic sentences or thesis statement.

**\*\*\* Compilation of course material will be provided by course instructor**

**Reference Text:** Langan, J. (2005).*College Writing Skills with Readings (6th Ed).* McGraw-Hill.

\*\*\*The course instructor can provide supplementary materials if needed.

**Assessment**

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| Assessment criteria | Marks Distribution | Skill Mapping |
| Assignment on response paper | 10% | 1, 2, 3, 4, 6 ,7, 10 |
| Class work | 10% | 1, 2, 3, 4, 6 ,7, 10 |
| Term Paper + oral proposal + presentation | 10+5+5=20% | 1, 3, 4, 6, 7, 8, 9 |
| Quiz | 10% | 3, 4, 6, 7 |
| Class Attendance | 10% | 1, 2, 4, 5 |
| Assignment on news report | 10% | 2,3,4,7 |
| Portfolio | 10% | 1, 2, 3, 4, 5, 6, 9, 10 |
| Final Exam | 20% | 1, 2, 3, 4, 6 ,7, 10 |

**Class Plan:**

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| Day 1: Overall course introduction and Pre-writing activities | Day 16: Quiz |
| Day 2: Reading sample descriptive essay, outlining | Day 17: Term paper feedback and discussion |
| Day 3: Writing Descriptive essay first draft, peer review. HW: Writing 2nd draft of the essay | Day 18: Reading Argumentative essay |
| Day 4: Descriptive essay feedback, Reading sample Narrative essay, and discussion on term paper. | Day 19: Writing Argumentative essay |
| Day 5: Writing narrative essay | Day 20: Term paper presentation |
| Day 6: Paraphrase | Day 21: Term paper presentation |
| Day 7: Summary writing | Day 22: Reading News report writing |
| Day 8: **Oral proposal** | Day 23: News report writing |
| Day 9: Oral proposal | Day 24: assignment submission on news report writing Reading and writing Process analysis essay |
| Day 10: How to write term paper, reading sample Cause-Effect essay, outline HW: Writing cause-Effect essay with outline | Day 25: **Quiz** |
| Day 11: Discussion and feedback on essay, writing 2nd draft | Day 26: Final exam |
| Day 12: Reading and writing sample response paper, checking term paper progress |  |
| Day 13: Assignment submission on response paper, Reading sample Compare-Contrast essay and writing outline. |  |
| Day 14: Writing Compare-Contrast essay |  |
| Day 15: Feedback on Compare-Contrast essay, submission of 1st draft of term paper |  |

**Rules students must follow**

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♦ Maintain an attendance record of 80% throughout the semester. Students who have more than four unauthorized absences from classes will be asked to withdraw from the course.

♦ Students who are more than ten minutes late for a class will be marked absent.

♦ Students will not be allowed to sit for any make up exam except for emergency medical grounds. Applications in this connection must be supported by medical certificates.

♦ The university will show ‘zero tolerance’ to a student adopting any unfair means (copying in the exam, plagiarism in preparing assignments, etc)

♦Students can apply for an ‘I’ (incomplete) grade only when they are barred from appearing at the final exam on genuine medical grounds. Approval in this connection depends on the discretion of the Department Chair.