

SYLLABUS

TITLE:	Written Communication
CODE:	ING 114
PREREQUISITE:	N/A
CREDITS:	3 credits 45 hours contact 1 term

DESCRIPTION

This course teaches and applies the basic principles of effective composition, from invention and researching to drafting, revising, and editing (individually and collaboratively). The writing will focus on effective rhetorical choices, including audience, purpose, arrangement, and style while using the academic essay as a vehicle for learning and communicating. The course will also help students to master essential grammar, punctuation, and usage skills in themes highlighting ethical values. This course must be passed with a minimum of a C.

JUSTIFICATION

Written communication skills in English are essential to achieve professional advancement in almost any field today. By providing intensive practice in writing, English 114 aims to help students express themselves clearly and logically, a must for all future careers.

COMPETENCES

The course develops in the student the following competencies:

- **Communication**
- **Critical Questioning**
- **Research and exploration**

OBJECTIVES

At the end of the course, students will be able to:

1. Use basic library resources for research, preparation of a bibliography, and the development of essays.
2. Prepare clear and precise outlines to guide them in the writing of their essays.
3. Develop effective thesis statements, topic sentences, and concluding statements for essays.
4. Practice summarizing and paraphrasing skills.
5. Develop well-structured 5 paragraph essays (narrative, descriptive, comparison/contrast, problem/solution, expository, persuasive)
6. Research and evaluate academic information that will result in robust and plagiarism-free work.

CONTENT

I. Initial evaluation

- A. Initial assessment
- B. Introduction to the course

II. Researching

- A. Library skills
 1. Discovering
 - a) Guided reading
 - b) Independent discovery
 2. Evaluating
 - a) Quality
 - b) Authorship
 - c) Biases
 - d) Limitations
 3. Referencing
 - a) Quoting
 - b) Summarizing
 - c) Paraphrasing
 - d) Bibliography
 - e) Reference list

III. Organizing

- A. Pre-writing
- B. Outlining
- C. Way to organize
 - 1. Chronological
 - 2. Spatial
 - 3. Order of importance
- D. Organizational considerations

IV. Elements of the essay

- A. Narrowing the topic
- B. Developing the essay
 - 1. Introductory paragraphs
 - 2. Thesis statement
 - 3. Topic sentences
 - 4. Supporting details
 - 5. Concluding statements
 - 6. Choosing a title
- C. Developing supporting paragraphs
 - 1. Narrative
 - 2. Descriptive
 - 3. Expository
 - 4. Others
 - 5. Summarizing, paraphrasing, and quoting
- D. Types of Essays
 - 1. narrative,
 - 2. descriptive,
 - 3. comparison/contrast,
 - 4. problem/solution,
 - 5. expository,
 - 6. persuasive

V. Writing and Revising the Essay

- A. Writing different types of essays
- B. Rhetorical Choices
 - 1. Style
 - 2. Tone
 - 3. Word choice
 - 4. Figurative language
 - 5. Person

VI. Proofreading

- A. Common grammar mistakes
- B. Capitalization rules
- C. Punctuation rules
- D. Common Spelling errors

METHODOLOGY

The primary method for this course is the Communicative Language Method (CLT). The CLT method aims to make communicative competence the goal of language teaching. It develops procedures for teaching the four skills that acknowledge the interdependence of language and communication. The following strategies are recommended:

- Flipped Classroom
- Small and large group discussions
- Cooperative learning
- Reading of Sample Essays
- Writing and editing activities

EVALUATION

Compositions (Essays)	30%
Minor Assignments	20%
Activities/Quizzes	25%
Final Essay	<u>25%</u>
TOTAL	100%

LEARNING ASSESSMENT

The institutional assessment rubric is applied to the core activity of the course.

BIBLIOGRAPHY

Ebooks:

Hochman, J. C., & Wexler, N. (2017). *The writing revolution: A guide to advancing thinking through writing in all subjects and grades*. John Wiley & Sons, Incorporated.

<https://ebookcentral.proquest.com/lib/sagrado-ebooks/detail.action?docID=4931557>

Johnson, A. P. (2016). *Academic writing: Process and product*. Rowman & Littlefield

Publishers. <https://ebookcentral.proquest.com/lib/sagrado-ebooks/detail.action?docID=4505282>

Nobis, M., Laird, D., Nobis, C., Reed, D., & Schulze, D. (2016). *Real writing: Modernizing the old school essay*. Rowman & Littlefield Publishers.

<https://ebookcentral.proquest.com/lib/sagrado-ebooks/detail.action?docID=4710217>

Scerbo, L. (2018). *Writing tips & tricks*. BarCharts, Inc.

<https://ebookcentral.proquest.com/lib/sagrado-ebooks/detail.action?docID=4877155>

Shon, P. C. (2018). *The quick fix guide to academic writing: How to avoid big mistakes and*

small errors. SAGE Publications, Limited. <https://ebookcentral.proquest.com/lib/sagrado-ebooks/detail.action?docID=5601761>

Transitions in writing. (2018). BRILL. [https://ebookcentral.proquest.com/lib/sagrado-](https://ebookcentral.proquest.com/lib/sagrado-ebooks/detail.action?docID=5331673)

[ebooks/detail.action?docID=5331673](https://ebookcentral.proquest.com/lib/sagrado-ebooks/detail.action?docID=5331673)

Electronic articles:

De Oliveira, S., Reategui, E., Barcellos, P. S. C. C., Bigolin, M., & Carniato, M. (2022).

Improving academic writing with a method for text revision supported by Text Mining. *International Journal of Emerging Technologies in Learning*, 17(21), 150–163.

<https://search.ebscohost.com/login.aspx?direct=true&AuthType=shib&db=ehh&AN=160242554&lang=es&site=eds-live&scope=site&authtype=shib&custid=s5316525>

Gundlach, H. (2020). Beyond the text response essay: Alternative writing tasks. *Literacy Learning: The Middle Years*, 28(2), 63–69.

<https://search.ebscohost.com/login.aspx?direct=true&AuthType=shib&db=ehh&AN=143516308&lang=es&site=eds-live&scope=site&authtype=shib&custid=s5316525>

Richards, J. C. (2022). A List of Academic Writing Principles. *Literacy Practice & Research*, 47(4), 1–3.

<https://search.ebscohost.com/login.aspx?direct=true&AuthType=shib&db=ehh&AN=160516314&lang=es&site=eds-live&scope=site&authtype=shib&custid=s5316525>

West, H., Malcolm, G., Keywood, S., & Hill, J. (2019). Writing a successful essay. *Journal of Geography in Higher Education*, 43(4), 609–617.

<https://search.ebscohost.com/login.aspx?direct=true&AuthType=shib&db=tfh&AN=138830585&lang=es&site=eds-live&scope=site&authtype=shib&custid=s5316525>

Find more information resources related to the course topics on the library page
<http://biblioteca.sagrado.edu/>

REASONABLE ACCOMMODATION

You must visit the corresponding office to obtain detailed information on the process and the required documentation. To guarantee equal conditions, in compliance with the ADA (1990) and the Rehabilitation Act (1973), all students who need reasonable accommodation services or special assistance must complete the process established by the Vice Presidency for Academic Affairs.

ACADEMIC INTEGRITY

This policy applies to all students enrolled at Universidad del Sagrado Corazón to take courses with or without academic credit. A lack of academic integrity is any act or omission that does not demonstrate the honesty, transparency, and responsibility that should characterize all academic activity. Any student who fails to comply with the Honesty, Fraud, and Plagiarism Policy is exposed to the following sanctions: receive a grade of zero in the evaluation and/or repetition of the assignment in the seminar, a grade of F (*) in the seminar, suspension, or expulsion as established in the Academic Integrity Policy effective in November 2022.

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