** NATIONAL UNIVERSITY OF COMPUTER & EMERGING SCIENCES**

**SL 1004- English Comprehension and Composition**

**FALL 2021**

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| **COURSE CODE** | **SL 1004** |
| **COURSE TITLE** | **English Composition and Comprehension** |
| **CREDIT HOURS** | **2** |
| **COURSE DESCRIPTION** | This course aims to develop proficiency in the major communicative skills: Reading and Writing. Students get an opportunity to study English language through a wide range of academic contexts: essays, short stories, and articles from several media sources. They also learn in-depth comprehension skills and write informational and expository essays; consequently, students cultivate their power of argument and analytical skills. Each student will be required to complete individual and group assignments. |
| **MODE OF INSTRUCTIONS** | * Classroom Lecture and Discussion * Collaborative learning * Education technologies, including word processing, the internet and electronic presentation. |
| **COURSE LEARNING OBJECTIVES** | **Students will be able to:**   1. Recognize author’s main idea and supporting details. 2. Identify logical relationships, style and tone of the text. 3. Organize and develop ideas effectively, with logical and well supported arguments. 4. Develop ability to write for academic purposes through various rhetorical patterns. 5. Make inferences and recognize implied meanings 6. Recognize biases and differentiate between facts and opinions 7. Evaluate sources, Take notes, and synthesize ideas 8. Identify literary devices and understand the texts |
| **TEXT BOOKS** | * Models for Writers \_Thirteenth Edition (Alfred Rosa and Paul Eschholz) * The Writer’s Reference (Diana Hacker) * Read and Write British Literature, Approaching Level (Teacher Edition) by Editor * English skills with readings by Langan, John * Ten Steps to Advancing College Reading Skills by Langan John. |
| **GRADING CRITERIA** | * Mid-Terms (2) 30 * Quizzes 10 * Assignments 05 * Class Participation 05 * Final Exam 50 |
| **CLASSROOM COURTESIES** | * Dress code: Formal * Attendance is compulsory * Deadlines must be observed |
| **PLAGIARISM / ACADEMIC DISHONESTY** | * All work submitted must be the student’s own work. Cases of plagiarism shall be sent to the Disciplinary Committee. Research format is expected to follow standard documentation APA guidelines. |

**Program Learning Outcomes:**

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| **PLOs** | **PLO Titles** | **PLO Statements** |
| PLO 2 | **Problem Analysis** | Identify, formulate, research literature, and analyse complex computing problems, reaching substantiated conclusions using first principles of mathematics, natural sciences, and computing sciences. |
| PLO 6 | **Society Responsibility** | Apply reasoning informed by contextual knowledge to assess societal, health, safety, legal, and cultural issues relevant to context of complex computing problems. |
| PLO 8 | **Ethics** | Apply ethical principles and commit to professional ethics and responsibilities and norms of computing practice. |
| PLO 9 | **Individual and Team Work** | Function effectively as an individual, and as a member or leader in diverse teams and in multi-disciplinary settings. |
| PLO 10 | **Communication** | Communicate effectively on complex computing activities with the computing community and with society at large. |
| PLO 12 | **Life Long Learning** | Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological changes. |

**Course Learning Outcomes:**

Upon successful completion of this course, students will be able to:

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| **S. No** | **CLO** | **Domain** | **Taxonomy level** | **PLO** | **Assessment Tools** |
| 1. | **Recognize** author’s main idea and supporting details.  **Identify** logical relationships, style and tone of the text. | Cognitive | 2 | 2, 6 | S-I  A-I  A-II  F-I |
| 2. | **Organize** **and develop** ideas effectively, with logical and well supported arguments. **Develop** ability to write for academic purposes through various rhetorical patterns. | Cognitive | 5 | 2, 10 | S-I  Q-I  A-II  A-III  F-I |
| 3. | **Make** inferences and **recognize** implied meanings  **Recognize** biases and **differentiate** between facts and opinions | Affective | 2, 4, 5 | 2, 6, 9 | S-II  Q-II  F-I |
| 4. | **Evaluate** sources, Take notes, and **synthesize** ideas  **Identify** literary devices and **analyze** the texts | Cognitive | 2, 4, 5, 6 | 9, 10, 12 | A-IV  S-II  F-I |

**Course Contents:**

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| **Week** | **Topics** | **CLOs** | **Assessments** |
| **Week 1** | Diagnostic Test  Course Introduction  **Reading strategies**   * Predicting * Questioning, * Clarifying, * Summarizing | 1 | Activities in the Students’ Workbook, prepared for the course by the instructor |
| **Week 2** | **Identifying Main Ideas and Supporting Details**   * Identifying the author's thesis and purpose (to inform, persuade or entertain) * Identifying Main Idea (Stated) * Identifying the Supporting details    (major & Minor) | 1 | Activities in the Students’ Workbook, prepared for the course by the instructor |
| **Week 3** | **Identifying Implied Idea & Making Inferences**   * Author’s Purpose * Style Informal/Formal * Discussion Work: Analysis of assigned * essays/stories/articles | 3 | Activities in the Students’ Workbook, prepared for the course by the instructor |
| **Week 4** | **Literary devices**   * Humor, Satire, and Irony * Style and Tone in a text | 1 & 2 | Activities in the Students’ Workbook, prepared for the course by the instructor |
| **Week 5** | **Rhetorical patterns of organization**   * Cause & Effect * Compare & Contrast * Refutation * Definition * Order of Importance * Generalization & Examples * Classification * Chronological * Spatial | 2 & 4 | Activities in the Students’ Workbook, prepared for the course by the instructor |
| **Week 6** | **Organization of texts**   * Planning Titles for Paragraphs * Evaluating a text * Understanding Purpose and Register | 2, 3 & 4 | Activities in the Students’ Workbook, prepared for the course by the instructor |
| **Week 7** | **Selecting key points**   * Note taking * Paraphrasing * Summary writing | 2 | Activities in the Students’ Workbook, prepared for the course by the instructor |
| **Week 8** | **Combining sources**   * Planning a text | 2 | Activities in the Students’ Workbook, prepared for the course by the instructor |
| **Week 9** | **Organizing paragraphs**   * Organizing main body | 2 | Activities in the Students’ Workbook, prepared for the course by the instructor |
| **Week 10** | **Essay Writing practice**   * Introductions * Conclusions * Proof-reading | 2 | Activities in the Students’ Workbook, prepared for the course by the instructor |
| **Week 11** | **MID TERM II** |  |  |
| **Week 12** | **Cause and Effect Essay**   * Written work based on assigned reading * Peer checking | 2 | Activities in the Students’ Workbook, prepared for the course by the instructor |
| **Week 13** | **Argumentative Essay**   * Definition * Discussion | 2 | Activities in the Students’ Workbook, prepared for the course by the instructor |
| **Week 14** | **Persuasive Writing**   * Describing a product or services to make someone want to purchase or use it. * Generalization | 2 | Activities in the Students’ Workbook, prepared for the course by the instructor |
| **Week 15** | **Numbers**   * Reference and quotations * Essay writing topics | 2 | Presentations |
|  | **FINAL EXAMS** | | |

**Mapping PLOs with CLOs**

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|  | **PLO 1** Computing Knowledge | **PLO 2** Problem Analysis | **PLO 3** Design Solutions | **PLO 4** Investigation | **PLO 5** Modern Tool | **PLO 6** Society | **PLO 7** Sustainability | **PLO 8** Ethics | **PLO 9** Team Work | **PLO 10** Communication | **PLO 11** Project Mgmt. | **PLO 12** Life Long Learning |
| CLO 1 | - | ✔ |  |  |  | ✔ | - | - | - | - | - | - |
| CLO 2 | - | ✔ | - | - | - | - | - | - | - | ✔ | - | - |
| CLO 3 | - | ✔ | - | - | - | ✔ | - | - | ✔ | - | - | - |
| CLO 4 | - | - | - | - | - | - | - | - | ✔ | ✔ | - | ✔ |

**Rubric for Assessing Students Writing Assignments:**

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| **Criteria** | **Inadequate=D**  **(Below Standard)**  **0-2 Marks** | **Adequate=C**  **(Meets Standard)**  **3 Marks** | **Above Average=B**  **(Exceeds Standard)**  **4 Marks** | **Exemplary=A**  **(Far Exceeds Standard) 5 Marks** |
| **Organization** | Writing lacks logical organization. It shows some  coherence but ideas lack  unity. Serious errors. | Writing is coherent and logically organized. Some points remain misplaced and stray from the topic.  Transitions evident but not used throughout essay. | Writing is coherent and  logically organized with  transitions used between  ideas and paragraphs to create coherence. Overall unity of ideas is present. | Writing shows high degree of attention to logic and reasoning of points. Unity  clearly leads the reader to the conclusion and stirs thought regarding the topic. |
| **Level of Content** | Shows some thinking and  reasoning but most ideas are  underdeveloped and unoriginal. | Content indicates thinking and reasoning applied with original thought on a few ideas. | Content indicates original  thinking and develops ideas  with sufficient and firm  evidence. | Content indicates synthesis of ideas, indepth  analysis and evidences original  thought and support for the topic. |
| **Development** | Main points lack detailed  development. Ideas are vague with little evidence of critical thinking. | Main points are present with  limited detail and development. Some critical thinking is present. | Main points well developed  with quality supporting  details and quantity. Critical  thinking is weaved into points | Main points well developed with high quality and quantity support. Reveals high degree of critical thinking. |
| **Grammar &**  **Mechanics** | Spelling, punctuation, and  grammatical errors create  distraction, making reading  difficult; fragments, comma  splices, run-ons evident.  Errors are frequent. | Most spelling, punctuation,  and grammar correct allowing  reader to progress though  essay. Some errors remain. | Essay has few spelling,  punctuation, and grammatical  errors allowing reader to  follow ideas clearly. Very  few fragments or run-ons. | Essay is free of distracting spelling, punctuation, and grammatical errors; absent of fragments, comma splices,  and run-ons. |
| **Style** | Mostly in elementary form  with little or no variety in  sentence structure, diction,  rhetorical devices or emphasis. | Approaches college level  usage of some variety in  sentence patterns, diction, and  rhetorical devices. | Attains college level style;  tone is appropriate and  rhetorical devices used to  enhance content; sentence  variety used effectively. | Shows outstanding style going beyond usual college level; rhetorical devices  and tone used effectively; creative use  of sentence structure and coordination |
| **Format** | Fails to follow format and  assignment requirements;  incorrect margins, spacing  and indentation; neatness of  essay needs attention. | Meets format and assignment  requirements; generally  correct margins, spacing, and  indentations; essay is neat but  may have some assembly  errors. | Meets format and assignment  requirements; margins,  spacing, and indentations are  correct; essay is neat and  correctly assembled. | Meets all formal and assignment  requirements and evidences attention to  detail; all margins, spacing and  indentations are correct; essay is neat  and correctly assembled with  professional look. |