

**School of Humanities & Social Sciences**

**Department of English & Modern Languages**

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| **Course Name** | INTERMEDIATE COMPOSITION |
| **Course Code**  **& Section No.** | ENGLISH 103 |
| **Semester** | SUMMER 2022 |

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| **Instructor Name** |  |
| **Office** |  |
| **Office Hours** |  |
| **Office Phone** | 885200, Ex- |
| **Email Address** |  |
| **Department** | Department of English & Modern Languages |
| **Links** | North South University Website: <http://www.northsouth.edu>  School Webpage: http://www.northsouth.edu/academic/shss/  Department Webpage: http://www.northsouth.edu/academic/shss/eml/  Google Classroom Access Code: |

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| Course and Section Information | |
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| **Class Time & Location** |  | |
| **Course Prerequisite(s)** | ENGLISH 102: Introduction to Composition | |
| **Course Credit Hours** | 3 | |
| **Course Description** | English 103 (Intermediate Composition) introduces students to the practice of academic reading and especially writing, focusing on expository essays. Emphasis will be placed on essay structure and editing. Essay types include descriptive, narrative, process, cause and effect, and comparison and contrast. | |
| **Course Objectives** | The primary objective of the course is to improve academic writing skills of the students. At the same time, it aims to develop students’ reading comprehension ability. Therefore, it puts emphasis on rigorous practice both in writing and reading. In this regard, students are encouraged to write different types of essays and read various types of articles. As academic writing requires to be flawless, this course also enables students to be aware of grammatical mistakes in their writing. | |
| **Student Learning Outcomes** | On successfully completing this course, students will be able to:  1. Write correctly-structured and cohesive paragraphs for inclusion in essays, using topic sentences, supporting ideas and relevant evidence  2. Write a well-structured introduction with a clear thesis, well-organized supporting paragraphs and befitting conclusion for an essay  3. Write grammatically in English, with reasonable control over parallelism and misplaced/ dangling modifier errors  4. Use transition words accurately in order to improve the cohesion and coherence of their writing  5. Read academic texts, make notes from them and write a summary of the text | |

**Mapping of Course Outcomes with Program Outcomes, Delivery Methods and Assessment Strategies**

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|  | **Course Outcomes (CO)** | **Bloom’s taxonomy**  **domain/level**  *(***C***: Cognitive*  **P***: Psychomotor*  **A***:* *Affective)* | **Delivery methods**  **and activities** | **Assessment**  **tools** |
| **CO-1** | Gain an overview of good writing and reading techniques | **P3** | |  | | --- | | Lecture, PowerPoint,  Discussion | | |  | | --- | | Quiz, Assignment | |
| **CO-2** | Accumulate, organize, and develop ideas | **A4** | |  | | --- | | Lecture, in-class group discussion,  Videos | | Concept clarification,   |  | | --- | | Midterm exam, Assignment | |
| **CO-3** | Follow the basic structure of an essay | **P4** | Lecture,  Discussion   |  | | --- | |  | | Class work,  Quiz, Assignment, Final Exam |
| **CO-4** | Edit their paper for some common grammatical errors | **C6** | Lecture,  PowerPoint,  Discussion | Concept, Demonstration,  Quiz, Assignment, Final Exam |
| **CO-5** | Analyze and summarize texts | **C4** | Lecture  Video  Demonstration | Assignment, Final Exam |

Cognitive domain (knowledge-based): **C**

1: Knowledge, 2: Comprehension, 3 Application, 4 Analysis, 5: Synthesis, 6: Evaluation

The affective domain (emotion-based): **A**

1: Receiving, .2: Responding, 3: Valuing, 4: Organizing, 5: Characterizing

The psychomotor domain (action-based): **P**

1: Perception, 2: Set, 3: Guided response, 4: Mechanism, 5: Complex overt response, 6: Adaptation,   
7: Origination

**READING MATERIALS:** English 103 Course Reader (available at NSU photocopy Centre)

English to English Dictionary

### English Thesaurus

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| Assessment Strategy and Grading Scheme |

### Students will be assessed by quizzes, in-class essays, multi-draft essay, and sit-down tests. The dates and topics for quizzes and essays may be announced in class.

### Quizzes: There will be four scheduled quizzes during the semester. These four quizzes will be on essay structure, grammar, transitions and summary writing. Three best quizzes will be counted for the final grade.

### In-Class Essays: Students will also be required to do four in-class essays. Two best in-class essays will be counted for the final grade.

### Multi-draft Essay: There will be one multi-draft essay during the semester. Topic for the multi-draft essay should be taken from one of the types of mid-term essays- the respective faculty member takes that decision. For the multi-draft essay, students will have to write two drafts. First draft will be done in class, while the final one will be done at home. In this multi-draft process, teachers must provide the students with the feedback the students need to develop their essays. The nature of feedback is determined by the faculty members.

### Sit-down Tests: There will be a midterm exam during the semester and a final exam at the end of the semester.

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**Marks distribution for the sit-down tests:**

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| Item No. | **Midterm Exam (50%)**  **Total Points: 50** | **Final Exam (50%)**  **Total Points: 50** |
| 1. | Reading Comprehension (15 points)  Vocabulary, True/False/Not Given, Short Questions | Reading Comprehension (20 points)  Vocabulary, True/False/Not Given, Short Questions, Summary |
| 2. | Grammar: Parallelism (5 Points) | Grammar: Parallelism, Modifiers (5 Points) |
| 3. | Essay Structure (10 Points) | Transitions (5 points) |
| 4. | Essay Writing (20 Points) | Essay Writing (20 Points) |

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| **Distribution of Marks** |
| Attendance & Participation – 10%  In-class essays (4) – 10%  Multi-draft essay (1) – 10%  Quizzes (4) – 20%  Sit-down Tests – 50%  Total – 100% |

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| **Letter Grade Conversion Scale** | |
| **93-100% = A**  **90-92% = A-**  **87-89% = B+**  **83-86% = B**  **80-82% = B-** | **77-79% = C+**  **73-76% = C**  **70-72% = C-**  **67-69% = D+**  **60-66% = D**  **Below 60% = F** |

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| Classroom Rules of Conduct |

1. You must be in class on time.
2. The ground rule for our class is respectful, open communication. We have many things to learn from one another. Question is appreciated!
3. Don’t chat during the class. If you have to, then feel free not to attend the class at the expense of your attendance for the day. Inability to refrain from unnecessary, disruptive chatting may result in a request to leave the classroom.
4. If you have to leave the class when it is in progress, sit near the door and leave silently.
5. While in class, please switch off your cell phone. Inability to do so may result in some penalty.
6. You must seek permission before using any sort of electronic gadget in the class such as a laptop.
7. You must be aware of **PLAGIARISM** — using the oral or written words and ideas of others without proper acknowledgment. Students who are found guilty of plagiarism would face serious consequences.

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| Exams and Make Up Exams Policy | | |
| * You must come prepared for all your exams. * You must come on time. * Being late does not necessarily guarantee that you are going to get extra time for writing your tests and exam. * You must bring your own pencil, pen and eraser. * All cell phones must be switched off. * Any deviation from the standard procedures will not be taken lightly. * Any unfair means adopted in the tests and exam will be seriously dealt with. * Academic misconduct or failure to comply with NSU Examination Code of Conduct may result in F. * There will be no make up for sit down exams, quizzes and therefore, students should not miss the tests without a prior notice and valid reason. | | |
| Attendance Policy | | |
| \* Your attendance and participation are mandatory  **\*\*\*** According to NSU policy, students who miss three consecutive or five alternate classes will automatically be dropped from the course. 0.5 will be deducted for every absence. | | |
| Tentative Course Contents and Schedule |  |

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| Class | Topics | Common Teaching Strategies | Resources & Book Chapters | Assessment Tools |
| 1 | Introduction: Review of Paragraph Writing  (Topic Sentence & Organization) | Lecture-Discussion | Handouts on topic sentence and organization of a paragraph/ Course Book  Section A, Chapter- 1 | Oral Test |
| 2 | Essay Writing: Introductory Paragraph &  Thesis Statement | Lecture-Discussion  Brainstorming  Group Work  Teacher Feedback | Course Book  Library  Online Research  Section A, Chapter- 2 | Quiz, Written Test |
| 3 | Developing an Essay: Supporting Paragraphs,  Writing Concluding Paragraph | Lecture-Discussion  Brainstorming  Group Work  Teacher Feedback | Course Book  Library  Online Research  Section A, Chapter- 2 | Quiz, Written Test |
| 4 | Editing for Grammatical Errors (Parallelism) | Lecture-Discussion  Group Work  Grammar Practice  Teacher Feedback | Course Book  Library  Materials on Grammatical Errors  Section B, Chapter-4 | Quiz, Written Test |
| 5 | Descriptive Essay: Describing a Person; Outlining a Descriptive Essay | Lecture-Discussion  Brainstorming  Group Work  Teacher Feedback | Course Book  Library  Online Research  Section A, Chapter- 3 | Written Test |
| 6 | Descriptive Essay: Describing an Object/ a Place; Outlining a Descriptive Essay | Lecture-Discussion  Brainstorming  Group Work  Teacher Feedback | Course Book  Library  Online Research  Section A, Chapter- 3 | Written Test |
| 7 | Multi-draft: First Draft on a Descriptive Essay Topic | Individual Work  Teacher Feedback | Course Book | Written Test |
| 8 | Reading Skills: Skimming, Scanning,  Making Inferences & Vocabulary | Lecture-Discussion  Group Work  Teacher Feedback | Course Book  Library  Online Research  Reading Comprehension Materials  Section C, Chapter- 2 | Written Test |
| 9 | Process Essay; Outlining a Process Essay; Submission of Multidraft after editing at home (Final Draft) | Lecture-Discussion  Brainstorming  Group Work  Teacher Feedback | Course Book  Library  Online Research  Section A, Chapter- 6 | Written Test |
| 10 | In Class Writing 1 on Process Essay | Individual Work  Teacher Feedback | Course Book | Written Test |
| 11 | Reading Comprehension Practice | Individual Work  Teacher Feedback | Course Book  Library  Online Research  Reading Comprehension Materials  Section C, Chapter- 3 | Written Test |
| 12 | Review of all the above mentioned items | Individual Work  Teacher Feedback | Course Book  Library  Online Research | Practice |
|  | **Midterm Exam** | **Date:** | **22nd July, 2022 (Friday)** |  |
| 13 | Reading Comprehension Practice | Individual Work  Teacher Feedback | Course Book  Library  Online Research  Reading Comprehension Materials  Section C, Chapter- 3 | Written Test |
| 14 | Transitions | Lecture-Discussion  Group Work  Teacher Feedback | Course Book  Library  Online Research  Section B, Chapter- 1 | Quiz, Written Test |
| 15 | Summary Writing | Lecture-Discussion  Group Work  Teacher Feedback | Course Book  Library  Online Research  Section B, Chapter- 2 | Quiz, Written Test |
| 16 | Compare Essay & Contrast Essay; Outlining a Compare Essay & Contrast Essay | Lecture-Discussion  Brainstorming  Group Work  Teacher Feedback | Course Book  Library  Online Research  Section A, Chapter- 5 | Written Test |
| 17 | In Class Writing 2 on Compare Essay & Contrast Essay | Individual Work  Teacher Feedback | Course Book | Written Test |
| 18 | Editing for Grammatical Errors (Dangling & Misplaced Modifiers, Parallelism) | Lecture-Discussion  Brainstorming  Group Work  Teacher Feedback | Course Book  Library  Online Research  Section B, Chapter- 4 | Quiz, Written Test |
| 19 | Cause Essay & Effect Essay; Outlining a Cause Essay & Effect Essay | Lecture-Discussion  Brainstorming  Group Work  Teacher Feedback | Course Book  Library  Online Research  Section A, Chapter- 7 | Written Test |
| 20 | In Class Writing 3 on Cause Essay & Effect Essay | Individual Work  Teacher Feedback | Course Book | Written Test |
| 21 | Narrative Essay; Outlining a Narrative essay | Lecture-Discussion  Brainstorming  Group Work  Teacher Feedback | Course Book  Library  Online Research  Section A, Chapter- 4 | Written Test |
| 22 | In Class Writing 4 on Narrative Essays | Individual Work  Teacher Feedback | Course Book | Written Test |
| 23 | Reading Comprehension & Grammar Practice | Individual Work  Teacher Feedback | Course Book  Library  Online Research  Reading Comprehension Materials  Section B, Chapter- 4  Section C, Chapter- 3 | Written Test |
| 24 | Review of all the above mentioned items after Midterm Exam | Individual Work  Teacher Feedback | Course Book  Library  Online Research | Practice |
|  | **Final Exam** | **Date:** | **31st August, 2022 (Wednesday)** |  |

**\*This course outline is tentative to change.**