



NATIONAL UNIVERSITY OF COMPUTER  
& EMERGING SCIENCES  
**English Comprehension and Composition**

**FALL 2022**

<b>COURSE CODE</b>	<b>SS 150</b>								
<b>COURSE TITLE</b>	<b>English Composition and Comprehension</b>								
<b>CREDIT HOURS</b>	<b>2</b>								
<b>COURSE DESCRIPTION</b>	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.								
<b>MODE OF INSTRUCTIONS</b>	<ul style="list-style-type: none"> <li>– Lectures and Discussion</li> <li>– Collaborative learning</li> <li>– Education technologies, including word processing, the internet and electronic presentation.</li> </ul>								
<b>COURSE OBJECTIVES</b>	<p>Students will be able to</p> <ol style="list-style-type: none"> <li>1. Recognize author's main idea and supporting details.</li> <li>2. Identify logical relationships, style and tone of the text.</li> <li>3. Organize and develop ideas effectively, with logical and well supported arguments.</li> <li>4. Develop ability to organize and structure ideas</li> <li>5. Develop ability to write for academic purposes through well supported arguments.</li> </ol>								
<b>TEXT BOOKS</b>	<ul style="list-style-type: none"> <li>– Models for Writers _Thirteenth Edition (Alfred Rosa and Paul Eschholz)</li> <li>– The Writer's Reference - Diana Hacker</li> </ul>								
<b>GRADING CRITERIA</b>	<table border="0"> <tr> <td>– Mid-Terms (2)</td><td>30</td></tr> <tr> <td>– Quizzes</td><td>10</td></tr> <tr> <td>– Assignments</td><td>10</td></tr> <tr> <td>– Final Exam</td><td>50</td></tr> </table>	– Mid-Terms (2)	30	– Quizzes	10	– Assignments	10	– Final Exam	50
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<b>CLASSROOM COURTESIES</b>	<ul style="list-style-type: none"> <li>– Dress code: Formal</li> <li>– Attendance is compulsory</li> <li>– Deadlines must be observed</li> </ul>								
<b>PLAGIARISM / ACADEMIC DISHONESTY</b>	<ul style="list-style-type: none"> <li>– 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.</li> </ul>								

**Course Contents:**

<b>Week</b>	<b>Topics</b>	<b>Assigned Reading</b>	<b>Evaluation</b>
<b>Week 1</b>	<p>Introduction to the Course</p> <p><b>Reading Strategies:</b></p> <ul style="list-style-type: none"> <li>– <b>Author's Purpose</b></li> <li>– <b>Style</b></li> </ul>	<p>Readings: <b>Models for Writers</b></p> <p>Analysis of assigned essay/story/article</p>	

	– <b>Tone</b>		
<b>Week 2</b>	<b>Reading Strategies:</b> Stated Main Idea + Supporting Details <ul style="list-style-type: none"> <li>– <b>Author’s Purpose</b></li> <li>– <b>Style</b> Informal/Formal</li> <li>– <b>Tone</b></li> <li>– <b>Pattern of Organization</b></li> <li>– <b>Discussion:</b> Analysis of assigned essays/stories/articles</li> </ul>	Readings: <b>Models for Writers</b> Analysis of assigned essay/story/article	Assignment 1 – Implied, stated, tone, purpose
<b>Week 3</b>	<b>Reading Strategies:</b> Implied Main Idea + Supporting Details <ul style="list-style-type: none"> <li>– <b>Author’s Purpose</b></li> <li>– <b>Style</b> Informal/Formal</li> <li>– <b>Tone</b></li> <li>– <b>Pattern of Organization</b></li> <li>– <b>Discussion Work:</b> Analysis of assigned essays/stories/articles</li> </ul>	Readings: <b>Models for Writers</b> Analysis of assigned essay/story/article	
<b>Week 4</b>	<b>Paraphrase</b> <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Practice (selected articles)</li> </ul>	Pair Work	Quiz 1 – Implied and stated main idea
<b>Week 5</b>	<b>Writing Process</b> <ul style="list-style-type: none"> <li>• Narrow Down a broad topic</li> <li>• Pre-writing strategies ( brainstorming; clustering; listing)</li> <li>• Writing a Thesis Statement</li> </ul>		
<b>Week 6</b>	<b>Five Paragraph Essay</b> – structure- Introduction (Readers’ hook - lead in- Thesis statement) Writing Expository paragraph	Assign Short story	
<b>Week 7</b>	<b>Expository Essay</b> Extended explanation and writing practice with feedback/ evaluation	Assign Reading for Comparison and Contrast Essays	Assignment 2 – write essay, submit in next class
<b>Week 8</b>	<b>Comparison and Contrast Essay</b> Structure- Introduction	Assign Reading for Cause-and-Effect Essays	Quiz II – Thesis Statement Assignment 3 – Write essay, complete and submit in next class
<b>Week 9</b>	<b>Cause and Effect Essay</b> Extended explanation and writing practice with feedback- Submission:		Assignment 4 – Write essay, complete and submit in next class

<b>Week 10</b>	Components of Critical Analysis	Assign texts for Critical Analysis	
	<b>MID TERM II</b>		
<b>Week 11</b>	<b>Persuasive Essay</b> Written work based on assigned reading Peer checking	Assign Reading for Persuasive Essays	
<b>Week 12</b>	<b>Persuasive Essay-</b> Extended explanation and writing practice with feedback/ evaluation		
<b>Week 13</b>	<b>Critical Analysis</b> Explanation and writing practice and feedback In-class writing		Quiz III – Interlocutory Paragraph of Argumentative essay
<b>Week 14</b>	<b>Critical Analysis</b> Presentations		
<b>Week 15</b>	Revision		
	<b>FINAL EXAMS</b>		