

**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** | SPRING 2021 |

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| **Instructor Name** | Sayma Ahmed ( sye) |
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| **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:  Google Meet Code:** |

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| Course and Section Information | |
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| **Class Time** |  | |
| **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 writing, insightful analysis of articles, paraphrasing and thinking. The emphasis is on grammar and editing, essay structure, critical reading and writing. Major attention will be given to the development of academic writing skills. | |
| **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' critical thinking ability through altering words and paraphrasing from an article based on careful analysis. It puts emphasis on rigorous practice in rhetorically appropriate writing, exploring ideas, grammar, critical thinking, analyzing and understanding a text. In this regard, students are encouraged to write different types of essays and analyze various types of articles. As academic writing requires being flawless, this course enables students to be aware of grammatical mistakes in their writing. | |
| **Student Learning Outcomes** | On successfully completing this course, students will be able to:  -Write correctly structured and cohesive paragraphs for inclusion in essays, using topic sentences, supporting ideas and relevant evidence  -Write a well-structured introduction with a clear thesis, well-organized supporting paragraphs and befitting conclusion for an essay  -Write grammatically in English, with reasonable control over parallelism and misplaced/ dangling modifier errors  -Use transition words accurately in order to improve the cohesion and coherence of their writing  -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 | **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 |

The 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 (soft copy will be provided)

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, midterm exam, viva and final exam. There will be four scheduled quizzes during the semester. These four quizzes will be on essay structure, transitions, grammar, and summary writing. Students will be required to do four in-class essays and one multi-draft essay. For the multi-draft essay, students will write an essay and improve it to write the final draft. In this multi-draft process, teachers must provide the students with the feedback the students need to develop their essays. First draft will be done in class, while the final draft will be done at home. Topic for the multi-draft essay would be descriptive. Two best quizzes, two best in-class essays and final draft will be counted for the final grade.  The dates and topics for quizzes and essays may be announced in class.

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

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| **Item No.** | **Midterm Exam (25%)**  **Total Points: 25** | **Final Exam (25%)**  **Total Points: 25** |
| **1.** | Essay Writing (15 points) | Essay Writing (15 points) |
| **2.** | Essay Structure (10 points) | Summary writing (10 points) |

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| **Distribution of Marks** |
| Attendance – 5%  VIVA – 5%  In-class essays (4) – 10%  Multi-draft essay (1) – 10%  Quizzes (4) – 20%  Midterm exam – 25%  Final exam – 25%  **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 |

* Be ready at least 15 minutes before the class begins and check that your gadgets and connection work well. You MUST ensure that your webcam and microphone are in working condition.
* The grand rule for our class is respectful, open communication. We have many things to learn from one another. Question is appreciated.
* Pay attention to your teacher while he/she explains.
* Participate actively by sharing your thoughts during discussions.
* Your webcam should stay switched on during class period.
* Generally, your microphone should remain muted. Turn your microphone on if you want to ask questions.
* You must be aware of plagiarism - using oral and written words and ideas of others without proper acknowledgement. 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 be on time. * Being late does not necessarily guarantee that you are going to get extra time for writing your tests and exam. * 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  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  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  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  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  Online Research  Section A, Chapter- 3 | Written Test |
| 7 | Essay Writing 1: First Draft on a Descriptive Essay Topic (In-class) | Individual Work  Teacher Feedback | Course Book | Written Test |
| 8 | Editing for Grammatical Errors (Dangling & Misplaced Modifiers) | Lecture-Discussion  Group Work  Grammar Practice  Teacher Feedback | Course Book  Materials on Grammatical Errors  Section B, Chapter- 4 | Quiz, Written Test |
| 9 | Process Essay; Outlining a Process Essay | Lecture-Discussion  Brainstorming  Group Work  Teacher Feedback | Course Book  Online Research  Section A, Chapter- 6 | Written Test |
| 10 | Essay Writing 2 in Class on Process Essay Topic; Submission of Final Multi-draft to Turnitin After Editing at Home | Individual Work  Teacher Feedback | Course Book | Written Test |
| 11 | Practice work on Parallelism, Dangling & Misplaced Modifiers | Lecture-Discussion  Grammar Practice  Teacher Feedback | Course Book  Online Research  Materials on Grammatical Errors | Practice |
| 12 | Review of all the above mentioned items | Individual Work  Teacher Feedback | Course Book  Online Research | Practice |
|  | **Midterm Exam** | **Date:** | **TBA** |  |
| 13 | Transitions | Lecture-Discussion  Group Work  Teacher Feedback | Course Book  Online Research  Section B, Chapter- 1 | Quiz, Written Test |
| 14 | Summary Writing | Lecture-Discussion  Group Work  Teacher Feedback | Course Book  Online Research  Section B, Chapter- 2 | Quiz, Written Test |
| 15 | Practice work on Transitions and Summary Writing | Lecture-Discussion  Grammar Practice  Teacher Feedback | Online Research  Materials on Transitions and Summary Writing | Practice |
| 16 | Contrast Essay; Outlining a Contrast Essay | Lecture-Discussion  Brainstorming  Group Work  Teacher Feedback | Course Book  Online Research  Section A, Chapter- 5 | Written Test |
| 17 | Compare Essay; Outlining a Compare Essay | Lecture-Discussion  Brainstorming  Group Work  Teacher Feedback | Course Book  Online Research  Section A, Chapter- 5 | Written Test |
| 18 | Essay Writing 3 in Class (Either a Contrast or a Compare Essay Topic) | Individual Work  Teacher Feedback | Course Book | Written Test |
| 19 | Cause Essay; Outlining a Cause Essay | Lecture-Discussion  Brainstorming  Group Work  Teacher Feedback | Course Book  Online Research  Section A, Chapter- 7 | Written Test |
| 20 | Effect Essay; Outlining an Effect Essay | Lecture-Discussion  Brainstorming  Group Work  Teacher Feedback | Course Book  Online Research  Section A, Chapter- 7 | Written Test |
| 21 | Essay Writing 4 in Class (Either a Cause or an Effect Essay Topic) | Individual Work  Teacher Feedback | Course Book | Written Test |
| 22 | Narrative Essay; Outlining a Narrative essay; | Lecture-Discussion  Brainstorming  Group Work  Teacher Feedback | Course Book  Online Research  Section A, Chapter- 4 | Written Test |
| 23 | Essay Writing 5 in Class on Narrative Essay Topic | Individual Work  Teacher Feedback | Course Book | Written Test |
| 24 | Review of all the above mentioned items after Midterm Exam | Individual Work  Teacher Feedback | Course Book  Online Research | Practice |
|  | **Final Exam** | **Date:** | **TBA** |  |

**\*Please note that this Course Outline is subject to changes**