



East West University
Department of English
BA in English Program
Outcome Based Education Course Outline

Course Details	
Course Title	Composition and Communication Skills
Course Code	ENG102
Prerequisite	ENG 101
Course Type	Compulsory General Education Course (Ged)
Academic session	Summer 2023
Credit	3
Total Marks	100
Section	21
Classroom	AB3-401
Class Time	MW- 8.30am-10.00am

Instructor Details	
Course Instructor	Anowara Rayhan Arusha (ARA)
Designation	Lecturer
Office Room No.	253
Contact	
Email	anowara.arusha@ewubd.edu

Administrative contact details	
Program Officer	Md Jasim Uddin
Office Room	236
Contact	01921000538
Email	jasimds@ewubd.edu

Office Hours	
Sunday	11.50am-1.50pm
Monday	10.10am-11.40am
Tuesday	10.10am-02.10pm
Wednesday	10.10am-11.40am
Thursday	9.00am-10.00am; 11.50am-1.50pm

Course Description

In this composition course, students will study the principles of writing and analyzing non-fiction prose, focusing on argument and academic research strategies. As students, one should be able to write a literate and well-argued essay and should be able to read a literary text with some understanding and sensitivity. For practical purposes, this means that students should be able to write an effectively organized and substantial essay that is generally grammatically and syntactically sound and acquire the capacity to identify and discuss prose features. In English 102, students will acquire and polish the tools fundamental to effective writing and reading that will help them participate successfully in the discourse systems of the university and beyond.

Rationale of the course

The contents of Composition and Communication Skills have been selected and designed to develop students' abilities to think, organize and express their ideas clearly and effectively in different genres of writing. Emphasis is particularly put on the various forms of essay writing such as descriptive, compare-contrast, and argumentative. Besides this, students will be given input on communicative aspects of English writing as a way of preparing them to meet the demands of professional writing. A term paper (a long critical essay/a small-scale research activity) is another requirement of the course that focuses mainly on argumentation and academic research strategies.

Course Objectives

- To help students write organized and structured essays that are both grammatically and syntactically sound
- To improve students' skills in critical reading and thinking
- To develop students' skills to communicate effectively and professionally
- To improve inquiry-based learning system with an understanding of strategies of academic writing, emphasizing the importance of citation and referencing

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

Course Learning Outcomes (CLOs)	Program Outcomes (PLOs)									
	A Discipline knowledge	B Proactivity	C Creativity	D Critical Thinking Skills	E Responsibility	F Collaboration	G Information Technology	H Articulation	I Educational Leadership	J Life-long Learning
a. Demonstrate the knowledge of developing a composition with a coherent thesis statement and paragraph.	✓		✓			✓	✓			
b. Acquire skills in summarizing paraphrasing, synthesizing, describing and	✓			✓						✓

explaining information from various sources as well as from charts, graphs etc.										
c. Compose different pieces of writing of various genres, e.g., email writing, different types of report writing, official letters such as memo, notice etc. writing.	✓			✓						✓
d. Conduct inquiry-driven small-scale research or write a long critical essay, attributing and citing the language and ideas of others to avoid plagiarism	✓			✓		✓	✓			✓
e. Reflect on what contributed to their writing process and evaluate their own and their peers' work through editing grammar, spelling, and punctuation for clear communication				✓		✓				✓

Teaching-learning materials

Primary text	1. ENG 102 Course material Compilation 2. Langan, J. (2005). <i>College Writing Skills with Readings (6th Ed)</i> . McGraw-Hill.
Other materials	Other materials will be provided by the course teacher.

Mode of teaching

The course is taught communicatively engaging students with peer-to-peer and student-teacher interactions. It follows principles and techniques of learner-centered teaching which is informed by learners' actual needs. Classroom activities are based on authentic communicative situations with a balanced combination of pair, group, and individual works. Teaching is complemented with continuous comprehensive assessment which includes both formative and summative techniques based on learners' individual performances.

Alignment of course topics/content with CLOs

Week	Topics/Content	Teaching-learning strategy	Assessment Strategy	Corresponding CLOs
Week 1	<ul style="list-style-type: none"> Lecture 1: Overall course introduction, pre-writing activities, introduction to essay writing Lecture 2: Descriptive essay: outlining and sample reading; email writing briefing 	<ul style="list-style-type: none"> Lecture Group work Brainstorming Modelling/analyzing sample text Individual outline drafting HW: Writing first draft of descriptive essay 	<ul style="list-style-type: none"> Feedback on first draft should be provided First draft of descriptive essay will go to portfolio 	CLO a, c
Week 2	<ul style="list-style-type: none"> Lecture 3: Peer review on descriptive essay and teacher's overall feedback Lecture 4: Summary reading and writing; discussion on term paper. 	<ul style="list-style-type: none"> Whole class learning Pair work HW: Writing second draft of descriptive essay Lecture-based individual writing 	<ul style="list-style-type: none"> Second draft of descriptive essay will go to portfolio Summary to be compiled in portfolio 	CLO a, b, e
Week 3	<ul style="list-style-type: none"> Lecture 5: Feedback on summary writing; Lecture 6: Paraphrase reading and writing; Quiz 	<ul style="list-style-type: none"> Peer Review Lecture 	<ul style="list-style-type: none"> Feedback on summary Quiz test Feedback on paraphrase 	CLO a, b
Week 4	Holidays on account of Eid-Ul-Azha (25 th June- 5 th July)			
Week 5	<ul style="list-style-type: none"> Lecture 7: Peer review on paraphrase writing and teacher's overall 	<ul style="list-style-type: none"> Whole class learning Pair work 	<ul style="list-style-type: none"> Feedback on paraphrase writing 	CLO a, d, e

	feedback; discussion on oral proposal • Lecture 8: Oral proposal on term paper/Feedback on Term Paper outline	• Oral presentation/Submission of outline of term paper		
Week 6	• Lecture 9: Email Writing	• Lecture-based discussion and activities	• Discussion and feedback	CLO c
	1st Mid Examination	• Individual writing test	• Summative assessment	CLO a, b
Week 7	• Lecture 10: Argumentative Essay: outlining and sample reading; writing first draft in the class Lecture 11: Peer review on argumentative essay and teacher's overall feedback; discussion on term paper	• Whole class learning • Pair work • HW: Writing second draft of argumentative essay • HW: Term paper	• First draft of argumentative essay to be compiled in portfolio • Feedback on argumentative essay • Second draft of argumentative essay will go to portfolio	CLO a, c, e
Week 8	Lecture 12: • Discussion on newspaper report writing and reading sample newspaper reports Lecture 13: Writing newspaper reports and	• Lecture • Modelling/analyzing sample text • Writing newspaper reports • Individual drafting	• Homework on newspaper reports • Submission of 1st draft of term paper	CLO c, e

	teacher's overall feedback on newspaper reports			
Week 9	<ul style="list-style-type: none"> Lecture 14: Feedback on the first draft of Term paper Lecture 15: Memo/Notice writing 	<ul style="list-style-type: none"> Classroom discussion and activities 	<ul style="list-style-type: none"> Feedback 	CLO c, d, e CLO c, e
Week 10	<ul style="list-style-type: none"> Lecture 16: Quiz test 	<ul style="list-style-type: none"> Individual work 	<ul style="list-style-type: none"> Feedback 	CLO c
	2nd Mid Examination	<ul style="list-style-type: none"> Individual writing test 	Summative assessment	CLO a, c
Week 11	<ul style="list-style-type: none"> Lecture 17: Compare & Contrast essay: outlining and sample reading; writing first draft in the class Lecture 18: Peer review on the essay and teacher's overall feedback Correcting first draft and writing second draft of the essay 	<ul style="list-style-type: none"> Lecture-based individual writing Modelling/analyzing sample text Individual drafting Whole class learning Pair work 	<ul style="list-style-type: none"> First draft to be compiled in portfolio Feedback on essay drafts of essay will go to portfolio 	CLO a, e
Week 12	<ul style="list-style-type: none"> Lecture 19: Discussion on bar/chart/graph writing 	<ul style="list-style-type: none"> Writing on bar/graph/chart Lecture-based individual writing 	<ul style="list-style-type: none"> Final draft of term paper 	CLO b, c, e

	<ul style="list-style-type: none"> Analyzing sample bar/graph/chart Lecture 20: Quiz 2 	<ul style="list-style-type: none"> Modelling/analyzing sample text Students' writing in pairs using Google Doc 	<ul style="list-style-type: none"> Drafts of bar/graph/chart to be compiled in portfolio 	
Week 13	<ul style="list-style-type: none"> Lecture 21: Analyzing sample response papers Writing a response paper Submission of term paper final draft in the GC in order to check plagiarism Lecture 22: Brief Academic Report writing 	<ul style="list-style-type: none"> Lecture-based individual writing Modelling/analyzing sample text Whole class learning Class Lecture Model sample 	<ul style="list-style-type: none"> Assignment on response paper Online submission Submission of portfolio 	CLO c, e CLO c, e
Week 14	<ul style="list-style-type: none"> Lecture 23: Writing & Peer Feedback on brief academic writing Lecture 24: review of syllabus 	<ul style="list-style-type: none"> Pair work 	<ul style="list-style-type: none"> Assignment on Academic Report Writing 	CLO c, e
Week 15	Final Examination (Summative Assessment)			CLO a, c

*****This lesson plan is a tentative one and faculties can customize as per his/her convenience, though all contents must be taught.**

Assessment and evaluation

Assessment strategy	Mark distribution	Type of assessment	Mapping with CLOs
Class participation	5%	Continuous assessment or summative	a, e
Mid I	20%	Summative assessment	a, b
Mid II	20%	Summative assessment	a, b
Final	20%	Summative assessment	a, c
Quiz	10%	Continuous assessment	a, b, c
Portfolio	5%	Continuous assessment	a, b, c
Assignment	5%	Continuous assessment	b, c
Term Paper & Proposal Presentation	15%	Continuous assessment	d, e
Total:	100%		

Grading policy

Marks (%)	Letter Grade	GPA
97-100	A+	4.00
90-96	A	4.00
87-89	A-	3.70
83-86	B+	3.30
80-82	B	3.00
77-79	B-	2.70
73-76	C+	2.30
70-72	C	2.00
67-69	C-	1.70
63-66	D+	1.30
60-62	D	1.00
00-59	F	0.00

Rules for the course:

- There will be no make-up quizzes. As per the university rules and regulations, students who have already attended the mid-term examinations will not be allowed to sit for any make-up examinations.

- Maintain an attendance record of 80% throughout the semester. Students who have more than four unauthorized absences from classes will have to explain the reasons or else they will be asked to withdraw from the course.
- The Department will show 'zero tolerance' to a student adopting any unfair means (cheating in the exam, plagiarism in preparing assignments et cetera).
- Students can apply for an 'I' (incomplete) Grade only when they are unable to appear at the final exam on genuine medical grounds. Approval in this connection depends on the discretion of the Chair of the Department of English.