

**COURSE PROSPECTUS/SYLLABUS  
UNDERGRADUATE PROGRAM  
SOJOURNER-DOUGLASS COLLEGE  
BALTIMORE, MARYLAND**

**Course Number: ENG 9520097**

**HEGIS CODE: ENG 097**

**Credits 0**

**Course Title: Communication Skills II**

**Prerequisite: Placement Test**

**Required Texts:**

- 1. McWhorter, Kathleen T. Pathways for Writing: Paragraphs and Essays. New York: Pearson Education, 2013. ISBN-13:978-0-205-61776-0**
- 2. MyWritingLab.com access (comes with textbook). ISBN-13: 978-032355386**

**Webster's Dictionary (Or equivalent). Federal Street Press, 2007. ISBN-13: 9781596950276**

**Note: Communication Skills II sections are limited to 20 students. At the instructor's discretion, over-rides may be granted.**

**I. COURSE DESCRIPTION**

This course is designed to integrate the competencies of reading and writing and to help students develop skills essential to both disciplines. Bridging reading and writing will help students understand the relationship of one to the other in academic and non-academic situations. Reading skills are strengthened through the development of analytical thinking skills and vocabulary development. The course will emphasize writing skills by developing paragraph writing skills as well as the essay writing skills.

Additionally, Communication Skills II a is a review of the introduction to generating, planning and developing ideas, as well as editing, proofreading, and revising a college essay.

The course is composed of three credits of classroom instruction with lab time. The Lab hours are devoted to My WritingLab, educational software developed by Pearson, or its equivalent.

**II. COURSE OBJECTIVES**

**Language Objectives:**

**Students should be able to:**

- A. Avoid faulty logic, write clearly, and present and support ideas logically and effectively;**
- B. Identify the main idea, thesis, and topic sentence of a paragraph**
- C. Use appropriate evidence to support and develop the topic of a paragraph;**
- D. Compose several paragraphs that demonstrate unity, clarity, coherence, and adequate support;**
- E. Complete a multi-draft, multi-paragraph essay, using introductory, body, and summary paragraphs that demonstrate unity, coherence, and adequate support.**

### **III. COURSE OUTLINE**

**Weeks 1-5: The structure of the paragraph**

- 1. Topic sentences and support**
- 2. Definition of the paragraph**
- 3. Paragraph patterns: chronological, emphatic, cause and effect**
- 4. Conclusions of paragraphs**
- 5. MLA Page Formats**

**MWL [ MY WRITING LAB] Exercises:**

**Recognizing a Paragraph; Writing Topic Sentences; Strategies for Revising; Editing the Paragraph; Writing Effective Sentences; Parallelism; Combining Sentences**

**Weeks 6-7:**

- 1. Grammar Review, with emphasis on verbs, pronouns, and sentence-level errors;**
- 2. Paragraph Editing Practice;**

**Week 9-13:**

- 1. The Structure of the College Essay;**
- 2. Drafting and Revising the College Essay;**
- 3. Narration or Argument of Process Analysis Essay (instructor choice) Completed, with a minimum of two drafts, graded by the instructor as part of final portfolio assessment;**
- 4. Portfolio preparation and submission (see p. 5 for details);**
- 5. MWL Exit Diagnostic Required**

**MWL Exercises:**

**Narration; Argument; Process Analysis; Sharpening Your Essay Writing Skills; Revising the Essay; Thesis Statement; Easy Introductions, Conclusions, and Titles.**

### **IV. TECHNOLOGY USED IN THIS COURSE**

**This is a technology-intensive, hybrid course, requiring several hours a week of Technology use. Additionally, instructors are encouraged to supplement traditional lecture, discussion, and small group activity with other technological and media modes, such as PowerPoint, blackboard, and audio visual resources, currently employed at Sojourner-Douglass College.**

### **V. MODES OF INSTRUCTION**

**The course is concentrated on the use of online turn-key writing diagnostics and tutorials, which are intended to tutor and evaluate students in the essentials of grammar and editing. A third of scheduled class hours will consist of instructor-lecture and student-classroom activities, supervised by the instructor; the other two-thirds will be devoted to required and regularly scheduled lab work, supported by grant-funded and supervised staff, during class hours for a given week. In-class instruction may take the form of lectures, discussions, small-group work, audio-visual and PowerPoint media, individual tutoring, and/or asynchronous online instruction.**

## Home Assignments

In addition to completing work online for MyWritingLab, students will also have home assignments from their text book, Pathways for Writing Scenarios. These home assignments will consist of grammar and paragraph/essay writing exercises. MyWritingLab assignments not completed in class can be done at home by accessing www.mywritinglab.com. Home education. Home assignments which are two or more weeks late will not be accepted. Assignments not submitted by their due date will be considered late and will receive a 10-point deduction.

## Submission of Work

At the instructor's discretion, students may submit their home assignments to the instructor either in class or via email. Email attachments must be in Microsoft Word 97-XP or Office 2003-2007. (Email attachments in Vista Microsoft Works, Word Perfect, or any other word processing program are not compatible with Microsoft Word and Office which are commonly used at S-D C.)

## VI. ATTENDANCE

Since this is a 15 week course that meets once a week, attendance and active class participation are crucial to the student's success in this course. Students are allowed absences for this class.

Leaving class early is counted as an absence and coming to the class late is marked as tardy: Excessive lateness or absence from class for more than allowable time (with or without documentation) will result in the lowering or receiving of a failing grade for the course.

## VII. MODES OF EVALUATION

There are two possible successful outcomes for the student entering Communication Skills II:

1. During the semester, students will be evaluated substantially through turnkey online diagnostic and exercise modules and instructor evaluated writing formats, completed during required lab hours and during the student's own study time. Evaluation may also be in the form of traditional quizzes and longer examinations covering specific writing and language skills, required journal entries, essay assignments, and class participation.

2. Portfolio

To pass Communication Skills II, students must also prepare a portfolio representing the progress of their development as writers over the course of the semester. This portfolio will consist of the following:

- One graded (by Instructor), revised, edited, and proofread essays 500-700 words typed, illustrating mastery of a rhetoric model.
- A 300-350 word Reflection Letter addressed to the Dean, expressing one's view of the course, improvement by taking this course and how one improved their writing skills further. Identify the strengths and weaknesses of the course.

The Final Grade will be calculated as follows:

- Successful completion of online grammar modules      20%

• Portfolio Project	50%
• Writing Assignments	10%
• Quizzes/Participation/Homework	10%
• Final Exam (exit diagnostic)	10%
• Total	100%

### TENTATIVE SEMESTER SCHEDULE

The instructor may make changes to the schedule as conditions warrant.

MWL= MY WRITING LAB

PWS= PATHWAYS FOR WRITING SCENARIOS

**Note:** When reading a chapter, students should complete all the exercises in the chapter. However, only those specified are due as homework during the assigned week.

#### WEEK 1: The Writing Process

**In Class:** Introduction to the Course, Discuss Syllabus, Introductions, MWL Registration, Diagnostic.

#### WEEK 2-5: Paragraph Basics and Development

**In Class:** MWL: "Writing Topic Sentences"; "Revising Paragraphs"; "Editing Paragraphs"; "Developing, Arranging, and Connecting Details"; "How to Write a Summary."

**Reading:** PWS: Chapters 11-12, "Planning and Organizing" (298-320); "Drafting and Revising" (321-351).

**Graded Home assignments:** "Chapter Review," 319 (1-10); "Chapter Review," 349 (1-7); Paragraph Writing Scenarios Chapter 11. p. 313: Choose any one of the scenarios (Friends and Family Classes and Campus Life, Working Students, Communities and Cultures) to write about. Use the branching technique to brainstorm and develop the topic. Bring a draft to class for peer; review. revise and submit 1 to 2 paragraphs in typed MLA formats.

#### WEEK 6-7: Paragraph Basics and Development

**In Class:** MWL: "Narration"; "Description"; "Example"; "Process"; Comparison and Contrast." **Reading:** PWS: Chapters 13-14, "Developing, Arranging, and Connecting Details" (352-374); Using Methods of Organization" (375-421).

**Graded Home assignments:** "Chapter Review," 372-73 (1-10); "Chapter Review," 421 (1-9); "From "Paragraph Writing Scenarios" (Chapter 16 p. 466), choose 2 topics from any one of the scenarios (Friends and Family, Classes & Campus Life, Working Students, Communities and Cultures). Start by brainstorming and/or clustering; bring to class

drafts (for the first topic, 1 to 2 paragraphs; for the second, 3 to 5) for peer review and revision. Submit. You decide which topic will be your long piece.

**Week 8:**

**Mid-Term**

**Week 9**

Students will be preparing a portfolio for submission to the instructor, as described above on page 3. The portfolio should demonstrate mastery of the art of writing a coherent, concise, and correct paragraph.

Graded Home assignments: 15-3 (1-10); 15-4; 15-5 (1-3); "Chapter Review," 445 (1-7). Review 101a portfolio requirements and MLA page format guidelines.

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Reading: PWS: Chapter 16, "Using an •Essay Map to Spot Revision Problems" (447-474). Graded Home assignments: 16-2 (your choice, 1-5); "Chapter Review," 472-73 (1-7).

**Week 10-13:**

Reading: PWS: Chapter 17, "Essay Basics and Development" (476-500)

Graded Home assignments (with in-class prompts and exercises): Generate a solid first draft of a 2-3 page essay, following the steps in Exercises 17-1-7. During the brainstorming phase, decide whether your essay will be a Narration, a Description, or a Process essay (or your instructor may assign one of these three rhetorical models to the entire class).

Your essay may be in response to the idea prompts in 17.1 or on some other topic assigned by or agreed to by your instructor.

Reading: PWS: Chapter 18, "Avoiding Common Problems in Essays" (501-523)

In Class: Revise and Edit your major essay from the previous week. It must strictly follow MLA format guidelines as specified by your instructor, and be free from all major grammatical and mechanical errors. See syllabus p. 8-9 for the University of Maryland system "Standards for a C Paper." Take as much time as you need to revise and edit for perfection.

Graded Home Assignment: "Chapter Review," 521(1-10)

**Week 14**

**In Class: Review Process Analysis rhetorical model (399-402); principles of revising and editing.**

**Graded Home Assignment: Generate draft of "Reflection" essay commenting on course. This may or may be, but is not required to be, in the form of a portfolio cover letter.**

**In class: MWL exit diagnostic.**

**In Class and at home: Revise and edit "Reflection" essay and other elements for your portfolio submission.**

**Week 15:**

**Final Exam  
Submission of Portfolio**

**SCHOLASTIC DISHONESTY:**

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**Academic dishonesty is an unacceptable mode of conduct and will not be tolerated. Learners involved in academic dishonesty will receive a grade of zero for that assignment or project. Academic or scholastic dishonesty includes but is not limited to cheating, plagiarism, and/or the submission for credit of any work or materials that are attributable in whole or in part to another person.**

**Revised by: Ms. Michelle Frazier, Divisional Chair of English  
Ms. Albertina Lane, Divisional Co-Chair of English**

**Date: May 24, 2013**