

Date: Fall 2025

English Composition

**37-098-01/02/03**

**Dr. Chani Hadad**

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| **Course Type:** | Interactive lecture |
| **Scope of credits:** | 3 |
| **Year of study:** | 2025-2026 |
| **Semester:** | Fall |
| **Day & Time:** | Thursday |
| **Reception Time:** |  |
| **Lecturer Email:** | hadadliterature@gmail.com |
| **Moodle Site:** |  |

**Course description and learning goals**

**Course Abstract**

Academic writing teaches critical reading, writing, and thinking skills necessary to navigate academic challenges, and in other areas of life. Every college program demands that students take and pass academic writing, usually in their freshman year.

**Learning objectives**

To pass English Composition, students must demonstrate the ability to develop informative, coherent essays organized around a central idea, respond analytically and critically to college-level reading material, produce a five-page research paper properly documented, and master standard grammar, syntax, punctuation, usage, and spelling.

**Knowledge and Skills**

Familiarity with facts, content, concepts, issues, and key ideas in the domain. It is recommended to use application verbs (write, analyze, establish, plan, collect – not: understand). Examples:

1. Students will read and analyze sample texts from seven rhetorical writing modes.
2. Students will acquire the skills to organize and write 3 five-paragraph academic essays.
3. Students will develop the skills to research and collect their findings into a five-page paper. Students will learn proper MLA documentation and present their sources accordingly.
4. Students will utilize college-level vocabulary
5. Students will master English grammar skills

**Active learning –** **lessons plan:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Lesson No. | Topic | Active learning | Required reading | Assessment  |
| 1 | Introduction | In-class reading and discussion |  | diagnostic |
| 2 | Format of the five paragraph academic essay | lecture | Dickens, “Murdering the Innocents”; Gato, “I Quit, I Think” | quiz |
| 3 | Narration and Description | Lecture and discussion | Wright, “The Library Card”; Douglas, from “Narrative of a Slave” | quiz |
| 4 | Comparison or contrast | Lecture and discussion | Tannen, “Cross Talk”; C.S. Lewis and Sharansky, regarding the pandemic | quiz |
| 5 | First essay | In-class writing |  | Essay submission |
| 6 | Process analysis; process of revision | Lecture and discussion | Eighner, “On Dumpster Diving”; King, “Everything You Need to Know About Writing Successfully” | quiz |
| 7 | Cause and Effect | Lecture and Discussion | Winn, “Mystery of theDeclining SATs”;Buckallew, “OperationCat-Drop” | quiz |
| 8 | Second essay | In-class writing |  | Essay submission |
| 9 | Research paper topics; MLA tutorial | Lecture |  |  |
| 10 | Argument and Persuasion | Lecture and discussion | Schwartz, “WhatUniversity StudentsWished They Knew”;Vonnegut Jr.,“Harrison Bergeron” | quiz |
| 11 | Definition | Lecture and discussion | Twain, “Concerningthe Jews”; Bettelheim,“Holocaust” | quiz |
| 12 | Division and Classification | Lecture and discussion | Morris, “TerritorialBehavior”; Thomas,“Notes onPunctuation” | quiz |
| 13 | Third essay | In-class writing |  | Essay submission |
| 14 | Paper writing workshop | tutorial |  |  |

\* There may be changes in the syllabus depending on learning progress and effectiveness

**Final grade**

**Components of the score:**

|  |  |
| --- | --- |
| Description of the learning product | Weight in the final score |
| Three in-class essays, plus revisions | 45% |
| Research paper | 25% |
| Final | 20% |
| Quizzes | 10% |

**Course requirements**

Students must keep up with the assigned readings. Weekly quizzes and participation will be assessed at 10% of the final course grade. There are no make-ups for missed quizzes. You may miss two quizzes without any penalty. There will be three in-class essays plus revisions which together will comprise 45% of the grade. (Revisions are

encouraged and rewarded). A final exam (20%) and a five-page research paper (25%) will contribute the rest. The paper will be due one week after our final meeting. Attendance will be taken.

**Bibliography**

All of the readings will be posted twice on the Moodle page: once at the top of the page in the form of the course sourcebook (pdf), and then as individual files of each reading in its respective module. All readings are required and are in the public domain.

Additionally, students will be directed to online sources for MLA rules and guidelines. These are the sites I recommend:

Purdue Online Writing Lab. “MLA Formatting and Style Guide.” https://owl.purdue.edu/owl/research\_and\_citation/mla\_style/mla\_formatting\_and\_style\_guide/mla\_formatting\_and\_style\_guide.html

MLA Style Center. “Citations by Format.” https://style.mla.org/works-cited/citations-by-format/