

College English Writing

Dr. Chani Hadad

Course Type:	Interactive lecture
Scope of credits:	3
Year of study:	2026
Semester:	Fall
Day:	Thursday
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Course description and learning goals

Course Abstract

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

NOTE: This will be a low-tech course. Computers and phones will not be permitted in class.

Learning objectives

To pass English Composition, students must demonstrate the ability to develop informative, coherent essays organized around a central idea, strengthen revision and editing skills, respond analytically and critically to college-level reading material, produce a properly documented 6-10 page research paper, 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 6-10 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
6. Students will strengthen skills to revise and edit.



Active learning – lesson 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 (800-1200 words)	In-class writing (at home revising)		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 the Declining SATs”; Buckallew, “Operation Cat-Drop”	quiz
8	Second essay (800-1200 words)	In-class writing (at home revising)		Essay submission
9	Argument and Persuasion	Lecture and discussion	Schwartz, “What University Students	quiz

			Wished They Knew”; Vonnegut Jr., “Harrison Bergeron”	
10	Definition	Lecture and discussion	Twain, “Concerning the Jews”; Bettelheim, “Holocaust”	quiz
11	Research paper topics; MLA tutorial	Interactive lecture and activities		
12	Third Essay (800-1200 words)	In-class writing (at home revising)		Essay submission
13	Division and Classification	Lecture and discussion	Morris, “Territorial Behavior”; Thomas, “Notes on Punctuation”	quiz
14	Paper writing Workshop	Cooperative learning activities		
15	Research paper and final essay revisions are due			

* 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	60%
Research paper	30%
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 60% of the grade. A six to ten page research paper (30%) and quizzes (10%) will contribute the rest of the grade. The paper will be due one week after our final meeting. Attendance will be taken.

PLAGIARISM:

Plagiarism is defined as the unauthorized use of the writings, ideas and/or computer-generated material of others without appropriate acknowledgement, and the representation of them as one's own original work. It also includes the unauthorized use of computer-generated material via AI and other emerging technologies without appropriate acknowledgement and the representation of them as one's own original work. Plagiarism encompasses acts of inadvertent failure to acknowledge sources, as well as improper attribution due to poor citation. Intentional plagiarism includes using computer-generated material via AI and other emerging technologies without attribution.

In short, misrepresenting someone else's words, data, program, or idea as your own is plagiarism. Using Artificial Intelligence in place of your own work is plagiarism and will be penalized.

A student's academic work must reflect his or her own original ideas, organization, and expression. Therefore, **USE OF AI IS PROHIBITED!**

Use of AI tools to generate or revise content for any assignment in this course is not permitted. This includes but is not limited to:

- **Generating text, code, or media**
- **Using AI for proofreading or editing** *(other than spelling and grammar suggestions from Word, which are permitted)*
- **Brainstorming or outlining ideas**
- **Drafting structure for initial versions of assignments**

Violations will be treated as breaches of academic integrity and will result in disciplinary action.

Bibliography

All of the readings will be posted on the Moodle page. 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/>