



# Philadelphia University

Faculty of Arts

Department of English

Second Semester, 2012 / 2013

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| <b>Module Title:</b> Advanced Writing<br><b>Level:</b> 2 <sup>nd</sup> year<br><b>Prerequisite (s):</b> Basic Writing (120124)<br><b>Co requisite(s):</b>   | <b>Module Code:</b> 120226<br><b>Credit Hours:</b> 3<br><b>Lecture Time:</b> 12:45 – 14:15 Mon. Wed. |
| <b>Lecturer's Name:</b> Dr. Mohammad Aljayyousi<br><b>Rank:</b> assistant professor<br><b>Office Number:</b> 413<br><b>Office Hours:</b> Sun, Tues. Thurs. 9-10, Mon, Wed 11-12<br><b>E-mail:</b> <a href="mailto:mohammad.aljayyousi@gmail.com">mohammad.aljayyousi@gmail.com</a><br><b>Website:</b> |  |

## Course Description

*“And by the way, everything in life is writable about if you have the outgoing guts to do it, and the imagination to improvise. The worst enemy to creativity is self-doubt.”*  
~Sylvia Plath

This course is designed to teach you how to get rid of self-doubt and practically experience how it feels when everything is really writable. This will be done by developing your facility in writing processes, including critical reading, collaboration, revision, and editing. We will focus on the aims, strategies, and conventions of academic prose, especially analysis and argumentation. In addition, the course will teach independent research writing, the use of scholarly sources, consistency with standard grammar, diction, and MLA style.

Writing is not simply a way of communicating and nor is it merely an idiosyncratic activity. Writing is exploring and learning about yourself, others, and the world. Thus, this course is also aimed to help you understand the processes of drafting and revising, that is, of presenting, developing, organizing and reshaping your ideas intelligently and logically. You will spend most of your time discussing and writing in the classroom. We will hopefully build a community of cooperative and collaborative readers and writers in the classroom.

## Course Objectives:

By the end of the course, students are supposed to:

1. Develop understanding of the process of writing, organizing, and outlining a college-level essay.
2. Fully command the conventions of grammar, usage, and mechanics.
3. Demonstrate clear thinking and clear writing as members of the academic community.
4. Demonstrate critical reading skills.



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5. Demonstrate the ability to compose an essay in drafts, using feedback from the instructor and peers.
  6. Have the opportunity to explore and discuss key issues in contemporary culture.
  7. Develop skill in identifying useful and relevant sources and be able to judge their value and reliability in order to integrate them into the essay with proper documentation.
  8. Ultimately get rid of self-doubt and be a confident writer in terms of both ideas and style.

### **Required Text(s):**

- Arnaudet et al. Paragraph Development: A Guide for Students of English. 2<sup>nd</sup>ed. Washington, D.C.: Prentice- Hall, Inc.1990.
- Brown, A. Cole, J. Nilson, F. Richard A. Weldon... Grammar and Composition.5<sup>th</sup> ed Boston: Houghton Mifflin.1986.
- King, A. M. and Kurtiniti, S. Being and Becoming. Now York: McGraw-Hill . 1987.1037-48.

### **Course/ Module Components:**

1. **Books (title ,author(s),publisher, year of publication)**
2. **Support Material(s): a/v materials**
3. **Supplementary Readings (Books, Periodicals..... etc)**
4. **Study Guide(s) (if available)**
5. **Homework and Laboratory Guide(s) (if applicable):**

### **Contribution to Program Learning Outcomes:**

A5, B2, B4, B5, C1, C2, C6, D1, and D2

### **Intended Learning Outcomes:(Knowledge and Understanding, Cognitive Skills, Communication Skills, Transferable skills).**

#### **a. Knowledge & Understanding:**

- be able to express themselves in writing in correct English language and correct grammar usage,
- recognize the various writing techniques to support their topic sentences and essays,
- be able to produce coherent, meaningful, and logically constructed paragraphs and essays,
- be acquainted with kinds of essays in order to use them in expressing their ideas in the written mode of communication, and



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- be able to summarize, paraphrase, quote correctly and distinguish different forms of writing.

***b. Cognitive Skills (Thinking & Analysis):***

- appropriately produce written forms in English with substantial themes,
- develop a discerning eye for spotting weaknesses that render a piece of writing illegible and incoherent, and
- improve their analytical and critical thinking skills through the development of well thought-out arguments in their writings.

***c. Communicative Skills (Personal and Academic)***

- have fostered their already-present potentials to master the skill of writing via an organized and strategic line of thought, and
- particularly develop the ability to write a well formed commentary on a literary text.

***d. Practical and Subject Specific Skills (Transferable Skills)***

- develop better oral skills through class discussions and particular home assignments,
- develop a sense of perseverance and diligence by trying continuously and gradually to learn from and correct their mistakes,
- expand their vocabulary through exploring new assigned topics and class discussions of students' writing and subjects assigned, and
- have their confidence in their ability as independent thinkers boosted.

**Required Assignments and Weighting Scale:**

**1. Major Writing Assignment:** There will be TWO essay-long assignments and you will receive detailed handouts about them in time.

**2. Wiki Responses:** There is a wiki page that I designed for the course. Every other week, there will be an assignment which constitutes of editing an essay that I will be posting. The wiki account that I will create for you will allow you to edit the content of the page. The editing guidelines will be given to you in a handout later on before the first Wiki assignment.

**3. Course Blog:** There is a blog I created for the course. Every other week (when there is no Wiki assignment), there will be a blog assignment for you concerning contemporary events, which might be about a piece of news, a recent film, or a political or social occurrence. You will have to submit your responses and participate in the discussion.

**4. Portfolio:** You will be asked to hand in a portfolio which should include the different in-class and home-take assignments.



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| Assignment   | Score       |
|--|-------------|
| First major writing assignment                                   | 15%         |
| Second major writing assignment                                  | 15%         |
| In-class assignments, wiki and blog responses, and presentations | 20%         |
| Participation  | 10%         |
| Final Exam (including the portfolio)                             | 40%         |
| <b>Total</b>   | <b>100%</b> |

## 1. Documentation Style (with illustrative examples)

### Reference list styles

Note: it is usual to italicize book titles; however, if you are not able to do this, you should underline them instead.

#### \* Book

Trudgill, P. and Hannah, J. (1994, 3<sup>rd</sup> edn) *International English*, London, Edward Arnold.

Fodor, J.A. (1983) *The Modularity of Mind*. Cambridge, MA: MIT Press.

Harré, R. and Gillett, G. (1994) *The Discursive Mind*. London: Sage.

#### \* Chapter/ extract from an edited collection

Harris, J. (1993) 'The grammar of Irish English' in Milroy, J. and Milroy, L. (eds) *Real English: the grammar of English dialects in the British Isles*, London, Longman.

#### \* Paper in a journal of magazine

Wales, L. (1994) 'Royalese: the rise and fall of "the Queen's English" ', *English Today*, vol. 10, no.3, pp. 3-10.

### **Journal article:**

Roulet, E. (1997). 'A Modular Approach to Discourse Structures'. *Pragmatics* 7(2), 125–46.

Lee, E. T. & Zadeh, L. A. (1969). 'Note on fuzzy languages'. *Information Sciences* 1, 421–434.

### **Book article:**



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Sinha, Chris. (1999). 'Grounding, mapping and acts of meaning'. In T. Janssen and G. Redeker (Eds.), *Cognitive Linguistics, Foundations, Scope and Methodology*, Berlin: Mouton de Gruyter, pp. 223-256.

**Magazine article:**

Posner, M. I. (1993, October 29). Seeing the mind. *Science*, 262, 673-674.

**Daily newspaper article:**

'New drug appears to sharply cut risk of death from heart failure'. (1993, July 15). *The Washington Post*, p. A12.

**Entry in an encyclopedia:**

Bergman, P. G. (1993). 'Relativity'. In *The new encyclopedia Britannica* (Vol. 26, pp. 501-508). Chicago: Encyclopedia Britannica.

**Documenting Web Sources**

Burka, Lauren P. 'A Hypertext History of Multi-User Dimensions.' *MUD History*. 1993. <<http://www.ccs.neu.edu/home/lpb/mud-history.html>> (5 Dec. 1994).

Harnack, Andrew and Gene Kleppinger. *Beyond the MLA Handbook: Documenting Electronic Sources on the Internet*. 25 November 1996. <<http://falcon.eku.edu/honors/beyond-mla/>> (17 Dec. 1997).

For more about APA and MLA Styles for Citing Print Sources, browse:

<http://owl.english.purdue.edu/owl/resource/557/01>

<http://wally.rit.edu/internet/subject/apamla.htm>

**2. Protection of Copyright**

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Students are expected to respect and uphold the standards of honesty in all their activities. Any cheating or plagiarism will result in disciplinary action to be determined by the instructor based on the severity and nature of the offense.

**3. Avoiding Plagiarism**

Plagiarism is a serious academic offense that will result in your failing the course.



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Learning notes by heart and repeating the information word by word in the exam is a type of plagiarism.

## **V. Semester Schedule (tentative):**

| <b>Week</b>                     | <b>Basic &amp; Support Material to be covered</b>        | <b>Homework/Reports and their due dates</b> |
|---------------------------------|--|---|
| (1)                             | Orientation  |   |
| (2)                             | The Topic Sentence revisited / Supporting Topic Sentence |   |
| (3)                             | Unity  |   |
| (4)                             | Coherence  |   |
| (5)                             | Transitional markers                                     |   |
| (6)                             | Reported speech  |   |
| <b>First Exam</b>               |  |   |
| (7)                             | Patterns of essay organization                           |   |
| (8)                             | Mechanics  |   |
| (9)                             | Definition essays  |   |
| (10)                            | Classification essays                                    |   |
| (11)                            | Comparison and Contrast                                  |   |
| <b>Second Exam</b>              |  |   |
| (12)                            | Argumentative essays                                     |   |
| (13)                            | Process essays   |   |
| (14)                            | Narrative essays   |   |
| (15)                            | Cause and Effect essays                                  |   |
| <b>Specimen Exam (Optional)</b> |  |   |
| (16)                            | How to Write a Summary                                   |   |
| <b>Final Exam</b>               |  |   |

## **VI. Attendance Policy**

Absence from lectures and /or tutorials shall not exceed 15% . Students who exceed the 15% limit without a medical or emergency excuse acceptable to and approved by the Dean of the relevant college /faculty shall not be allowed to take the final examination and shall receive a mark of zero for the course. If the excuse is approved by the Dean, the student shall be considered to have withdrawn from the course.

## **VII. Module/ Course Policies:**

1. You are allowed up to (5) absences on Mondays/Wednesdays or (7) absences on Sundays/Tuesdays/Thursdays. If you exceed this number, you will fail the course.



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2. Tardiness will not be tolerated. If you come to class after I take attendance, you are welcome to attend, but you will be considered absent.
3. Plagiarism is a serious academic offense that will result in your failing the course.
4. Learning notes by heart and repeating the information word by word in the exam is a type of plagiarism.
5. Participation is an essential part of course work. It does not merely mean coming to class; it involves preparing beforehand and playing an active role in class discussion.
6. Make-up exams will be offered for valid reasons only with the consent of the Dean.

## **VIII. References:**

- **Books**
- Hogue, Ann. The Essentials Of English: A writer's Handbook. U.S.A.: Longman.2003
- Heaton, J.B. Prepositions and Adverbial Particles. England: Longman.1982.
- Lester, J.D., Writing Research Papers : A Complete Guide. 7<sup>th</sup> ed. N.P.: Harper Collins.m.d.
- Mendelssohn, B., and Palmer, J.W. Correct Your English. London: Longman. 1970.
- Roberts, Edgar, V. Writing Themes About Literature. New Jersey: Prentice Hall. 1988.
- **Journals**
- **Websites**
- <http://members.tripod.com/~lklivingston/essay/>
- [http://www.epcc.edu/faculty/joeo/sa\\_000.htm](http://www.epcc.edu/faculty/joeo/sa_000.htm)
- <http://owl.english.purdue.edu/owl/resource/685/01/>