



**Philadelphia University**  
**Faculty of Arts - Department of English**  
**First Semester, 2018/2019**

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**Course Syllabus**

<b>Course Title: Writing I</b> <b>Level: 1<sup>st</sup></b> <b>Prerequisite: 130102</b>	<b>Course Code: 120115</b> <b>Credit Hours: 3</b> <b>Lecture Time:</b>
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<b>Lecturer's Name: Dr. Mohammad Aljayyousi</b> <b>Rank: Ass. Professor</b> <b>Office Number: 401</b> <b>Office Hours:</b> <b>Phone: 4799000</b> <b>Email: mohammad.aljayyousi@gmail.com</b>
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**Course Coordinator:** Dr. Dima Malahmeh

“How do I know what I think until I see what I say?”  
— E. M. Forster

“You can make anything by writing.”  
— C.S. Lewis

**Course Description:**

This is an introductory writing course that offers the basic skills needed to enable students to write English well. It will examine in detail the nature of the English sentence and paragraph with emphasis on two major techniques: transitions and subordination. Moreover, the course will focus on paraphrasing and summarizing as important tools in note-taking. It will also introduce students to various rhetorical devices and situations. A central philosophy and practice of this course is that writing is a process. Your learning depends on engaging in that process fully as both writer and reader.

This course provides a starting point for participating in the university community, contributing to scholarly conversations, and becoming a successfully engaged learner at Philadelphia University. It is meant to be engaging and fun. We hope that students will enjoy writing as they understand more how the written language functions.

**Aims:**

**This course aims to:**

- Provide students with opportunities to practice the four modes of literacy – writing, speaking, reading, and listening, with special emphasis on writing
- Enhance students’ understanding of sentence and paragraph structure (MEAL Plan) and the various methods of organizing and developing paragraph(s)
- Improve students’ use of grammar, usage, and style



**Philadelphia University**  
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**First Semester, 2018/2019**

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- Use peer review strategies to help students reflect on their own work, self-edit, listen to their peers, and assist others with constructive feedback.

**Teaching Methods:**

Teaching methods will focus on a wide variety of student-centered activities. They will include free writing, creative writing, journals, portfolios, discussions, debates, presentations, and pair and group work to stimulate students' desire to write, provide them with skills and tools to engage with a wide variety of texts, and to encourage their oral and written response. There will be an ongoing assessment to monitor and measure students' progress; however, students will submit two portfolios and a term paper (to be explained in class) and will take two tests and a final exam.

**Contribution to Program Learning Outcomes:**

**A5, B3, B4, B5, C1, C6, C7, D1, D2, D3, D4**

**Intended Learning Outcomes:**

**A. Knowledge & Understanding:**

*At the end of this course, students will be able to:*

- Identify the basics of writing paragraphs;
- Develop needed skills in dealing with literary and non-literary texts;
- Distinguish between cohesion and coherence.

**B. Intellectual Skills (Thinking & Analysis):**

*At the end of this course, students will be able to:*

- Identify topic sentences easily;
- Evaluate good and bad paragraphs;
- Recognize reasoning and analysis of paragraph elements.

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

*At the end of this course, students will be able to:*

- Efficiently write coherent and cohesive paragraphs;
- Assess different styles of writing;
- Offer general criteria for typical texts.

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

*At the end of this course a student will be able to:*

- Recognize the relationship between topic sentence and the discussion part of the paragraph, taking into consideration the rhetorical situation;



**Philadelphia University**  
**Faculty of Arts - Department of English**  
**First Semester, 2018/2019**

- Develop critical thinking in writing;
- Recognize different methods of paragraph development and employ this in their writing for various purposes.

Modes of Assessment	Score	Date
<b>First Exam</b>	<b>20</b>	<b>7 NOVEMBER</b>
<b>Second Exam</b>	<b>20</b>	<b>12 DECEMBER</b>
<b>Assignments / Seminars / Projects / Quizzes / Tutorials, Reports, Research Projects, Presentations</b>	<b>20</b>	<b>1<sup>st</sup> portfolio: 14 NOV 2<sup>nd</sup> portfolio: 19 Dec</b>
<b>Final Exam</b>	<b>40</b>	<b>To be announced later</b>
<b>Total</b>	<b>100</b>	

**Documentation and Academic Honesty**

Students are expected to complete all homework, papers and projects independently (unless otherwise specified); any work must be yours and yours alone. Working together for anything other than data collection, relying on students' work from previous semesters and/or plagiarizing published research is considered cheating.

**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) 'Royalse: 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.

\* Book article:

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.



**Philadelphia University**  
**Faculty of Arts - Department of English**  
**First Semester, 2018/2019**

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\* 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/1pb/mud-history.html>> (5 Dec. 1994).

For more about MLA Style for Citing Print and Web Sources, see:

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

## **2. Guidelines for Typewritten Work**

**All of your work must be typed and should follow these MLA formatting guidelines:**

- Double-spaced, including identifying information
- Times New Roman 12-point font
- 1-inch margins on all four sides
- Title is centered and not printed in bold
- Stapled in upper-left corner and thoroughly proofread for spelling and grammatical errors
- Last name and page number in upper-right heading of each page, including the first page
- Double-spaced identifying information in upper-left corner of first page.

\*Please note that work not adhering to these guidelines will be returned unread and ungraded.

## **3. Protection of Copyright**

Publications in all forms require permission from the copyright owner in advance. You are not allowed to reproduce, store in a retrieval system, or transmit, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the publisher or a license from the Copyright Licensing Agency Limited. ([www.cla.co.uk](http://www.cla.co.uk)).

Any cheating or plagiarism will result in disciplinary action to be determined by the instructor based on the severity and nature of the offense.

## **4. Plagiarism**

Plagiarism is a serious academic offense that is illegal and unethical and will result in your failing the course. "Plagiarism" means stealing words and/or ideas and passing them off as your own.



**Philadelphia University**  
**Faculty of Arts - Department of English**  
**First Semester, 2018/2019**

This includes ideas you read (in books, journals, on the internet...), but also getting someone to write your essays for you or to substantially edit them.

**Course Outline**

<b>Week</b>	<b>Material to be covered</b>	<b>Homework/Reports and their due dates</b>
<b>(1) 7-11 Oct</b>	<b>Types of sentences</b>	
<b>(2) 14-18 Oct</b>	<b>What is a paragraph?</b>	
<b>(3) 21-25 Oct</b>	<b>Unity/ outlining/ coherence</b>	
<b>(4) 28 Oct-1 Nov</b>	<b>Chronological order/ adverbial clauses</b>	
<b>(5) 4-8 Nov</b>	<b>Order of importance/ Relative and adverbial clauses</b>	
<b>1<sup>ST</sup> EXAMINATION: 7 NOVEMBER</b>		
<b>(6) 11-15 Nov</b>	<b>Comparison and contrast/ noun clauses</b>	
<b>(7) 18-22 Nov</b>	<b>Punctuation</b>	<b>1<sup>st</sup> portfolio</b>
<b>(8) 25-29 Nov</b>	<b>The process of academic writing</b>	
<b>(9) 2-6 Dec</b>	<b>Concrete support</b>	
<b>(10) 9-13 Dec</b>	<b>The essay</b>	
<b>2<sup>ND</sup> EXAMINATION: 12 DECEMBER</b>		
<b>(11) 16-20 Dec</b>	<b>Process Essay</b>	<b>2<sup>nd</sup> portfolio</b>
<b>(12) 23-27 Dec</b>	<b>Cause/Effect Essay</b>	
<b>(13) 30-3 Jan 2013</b>	<b>Comparison/Contrast Essay</b>	
<b>(14) 6-10 Jan</b>	<b>Argumentative Essay</b>	
<b>FINAL EXAM: TO BE ANNOUNCED BY REGISTRATION</b>		

**Expected Workload:**

On average students are expected to spend at least (2) hours of study for each 50- minute lecture/ tutorial.



**Philadelphia University**  
**Faculty of Arts - Department of English**  
**First Semester, 2018/2019**

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**Attendance**

Attendance is required and the presence of each student matters. You need to be in class, on time, prepared, every time we meet. This matters for your own learning as well as for the contributions you can make to the learning of others. For those unavoidable times when you are sick or otherwise unable to come to class, the attendance policy allows some absences without penalty. It is always considerate to notify your instructor by email about an absence. If you miss class, it is *your* responsibility to find out what you missed and to make up any work as required.

Absence from lectures and /or tutorials may 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 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 will be considered to have withdrawn from the course.

**Participation**

Just attending class and turning in your work on time are not enough. I expect you to read the assigned material and engage with course readings and each other, to respond to questions in class and to share ideas with peers. You should always come to class having completed all assignments, reading or writing. In other words, you need to come to each class meeting prepared to be an active participant. Participation in class will provide you with opportunities to practice your English and improve your writing, listening, and speaking skills. Speaking up during class is easier for some than others. I can help out if you don't know how to enter the conversation—contact me, and we will find a way to tackle the issue.

**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.
2. Excessive or habitual tardiness may be counted as an absence.
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. Make-up exams will be offered for valid reasons only with the consent of the Dean



**Philadelphia University**  
**Faculty of Arts - Department of English**  
**First Semester, 2018/2019**

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**Course Components:**

**I- Required Texts**

- Oshima, Alice and Ann Hogue. *Writing Academic English*. London: Longman, 2006.

**II- Supplementary Materials**

- Oshima, Alice and Ann Hogue. *Introduction to Academic Writing*. London: Longman. 2006.
- Bander, Robert G. *American English Rhetoric: A Two-Track Writing Program for Intermediate and Advanced Students of English as a Second Language*. New York: Holt, Rinehart and Winston, 1978.
- Rosenwasser, David, and J. Stephen. *Writing Analytically*. 5th ed. Boston, MA: Thomson Wadsworth, 2009.
- Glenn, Cheryl. *Making Sense: A New Rhetorical Reader*. Boston: Bedford/St. Martin's, 2002.
- The University of Wisconsin- Madison Writing Center is a wonderful resource. Visit its website to access a wealth of useful information: [www.wisc.edu/writing](http://www.wisc.edu/writing)