WRCM 101 COURSE OUTLINE

**Instructor’s Information**

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Counselling Hours: Tues/ Thurs 10:00 PM- 12:00 PM

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**Course Information**

**Course Code**: WRCM 101 **Course Title**: Writing and Communication 1

# **Credit hours**: 03

# **Course Description**

The first course in the Writing and Communication Program asks students to choose and work through a current controversy in Pakistan or the world. Along the way, students will learn the basics of academic writing, from constructing an argument to fashioning a paragraph to analyzing opposing arguments in a short essay. Students will also learn how to listen for main ideas, what makes up a good speech, and how to present their papers.

# **Course Outcomes**

By the end of this course, students will:

* Be comfortable using English for academic writing
* Know accurate use of MLA documentation style for formatting papers along with avoiding plagiarism
* Be able to analyze and critique arguments and rhetorical strategies.
* Discover their personal strengths and weaknesses related to writing, speaking, and listening and adopt strategies for improvement.
* Understand the context of and value others’ opinions on their chosen topics.
* Learn to collate arguments together
* Logically address current issues and engage with them

# **Readings**

* Babin, Burnell, Pesznecker, Rosevear, and Wood. 2017. The Word on College Reading and Writing.
* Guptill, Amy. 2016. Writing in college: From competence to excellence. Open SUNY Textbooks.
* Stand up, Speak out: The practice and ethics of public speaking. 2016. University of Minnesota Libraries Publishing.
* Writing for Success. 2015. University of Minnesota Libraries Publishing.

# **COURSE REQUIREMENTS**

Most of the practice of English speaking skill will occur during class hours so:

* Students are required to attend 90% of the classes and come to class on time.
* It is compulsory for all the students to take tests, exams and presentations on appointed days. **No re-take** will be arranged.
* **Assignments**: All the written assignments must be in the typed and printed form. No hand written assignment will be acceptable.
* **Cheating**: If a student is found guilty of cheating in an exam s/he will immediately be given an F grade in that exam. His/her cheating case will be immediately forwarded to Academic Integrity Committee (AIC) of the university.
* **Plagiarism**: If a student’s speech is plagiarized from internet or copied from another student’s work, the student will be given F grade in that assignment/speech.
* The case of plagiarism will be immediately forwarded to AIC
* No retake of that plagiarised assignment/speech will be taken.
* **Mobile Phones**: All the students are required to put their mobile phones on silent during lesson. If anyone’s phone rings during the class, the student will be immediately marked absent.
* During exams and quizzes all the students are required to place all their cell phones (either one or two) on the table placed in front of the room. If anyone is caught with a cell phone during the exam, it will be considered equivalent to cheating (whether the student was cheating or not) and the student will be given an F grade and the case will be forwarded to (AIC).

# **Course Evaluation**

|  |  |
| --- | --- |
| Writing Assignments  | 30%  |
| 1. Paragraphs Assignment (3 paragraphs, 200-300 words each in a different rhetorical mode)
2. Argument Analysis Paper (approx. 500-600 words, comparison of two opposing editorials)
 | 15%  15%  |
| Speaking Assignments  | 30%  |
| 1. Informative Speech+ Outline (2-3 minutes informative speech already prepared on a topic of students’ choice)
2. Argument Analysis Speech (3-4 minutes, extemporaneous, analysis of one of the arguments from student’s argument analysis paper)
 | (10+5)%  15%  |
| Essay Writing (Final Assessment)  | 15%  |
| **Attendanc**e + **Class Participation** (Practice Speeches, Practice paragraph writing, Practice making outlines, Practice Essay Writing)  | 15%  |
| **Final Portfolio** (Corrected drafts of writing assignments, marked/graded assignments, self-assessment letter of 200-300 words.  | 10%  |

**Grading System**:

|  |  |  |  |
| --- | --- | --- | --- |
| **GRADES**  | **QUALITY** **POINTS**  | **NUMERICAL** **VALUE**  | **INTERPRETATION**  |
| A  | 4.00  | 93-100  | Superior  |
| A-  | 3.70  | 90-92  |   |
| B+  | 3.30  | 87-89  |   |
| B  | 3.00  | 83-86  | Good  |
| B-  | 2.70  | 80-82  |   |
| C+  | 2.30  | 77-79  |   |
| C  | 2.00  | 73-76  | Satisfactory  |
| C-  | 1.70  | 70-72  |   |
| D+  | 1.30  | 67-69  |   |
| D  | 1.00  | 60-66  | Passing  |
| F  | 0.00  | 59 or below  | Failing  |

# **Tentative Weekly Schedule**

Subject Key: General Writing Speaking EXAM

Readings Key: WS = Writing for Success, SS = Stand up, Speak out, WC = Writing in College, WCRW = The Word on College Reading and Writing, AWL = Academic Word List

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|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WRCM** **101**  | **Class Topic**  |  | **Suggested Additional Topic(s)**  | **Readings**  | **Major Assignments**  |
| 1  | Ice Breaking Activities  Reading and Writing Strategies

|  |  |
| --- | --- |
| Sentence Structure/ Simple | ,  |
| Complex and Compound Sentenc |

 | es  |  SQR3  |  WS 1.1-1.3  |   |
| 2  | Introductory Speeches Importance of Listening& Note taking for improving Speech  |  |   | SS 4 WS 5.1-5.2  | Introductory speech  |
| 3  | Effective Means of Writing a Paragraph. (Thesis Sentences, Introductions, Body ParagraphConclusions) Cohesion/Coherence   | s,  |  Reading passages to present the model paragraphs  | WS 5.6, 6 WC 6  WS 2.3 WC 6 and 7  | Class Activity of Writing Paragraphs  |
| 4  | Rhetorical Modes Grammatical Structures  |  | Reading passages related to the rhetorical modes  | WS 5.7, 10   | Paragraphs Assignment  |
| 5  | Paraphrasing/Summarizing  Grammatical Structures  |  | Sentence Writing Reading Passages to Practice Summarizing/ Pharaphrasing  | WS 7   |    |
| 6  | Public Speaking (Delivering a Speech: Speaking Confidently, Verbal & Non verbaCommunication, Stress & Intonation) Speech to inform   | l  |  Stress & Intonation (Word stress & Sentence Stress)  |  SS 3, 14 WS 5.3  SS 14 WS 5.4  |  Class Activity on Stress & Intonation  |
| 7  | Speech Outlining Speech Rubric Speech to Inform (Topic Selectio  | n)  |   | WS 2.5, 13.4  | Practice Impromptu Speech  |
| 8  | Speech (Informative Speech+Speech Outline)   |  |   |   |  (Midterm)  |
| 9  | Argument Structure/ |  Grammar |   | Making claims/arguments  | Toulmin Model WS 5.5  |   |
|  |
| 10  | Writing Essay by combining  |  | Reading Passages to demonstrate essay writing  |   | Class Activity/Practice of Writing an Essay for portfolio  |
| paragraphs/ | Required |   |
|  | Grammatical Structures |   |
| 11  | Planning and Drafting AAP Constructing/Analyzing the Thesis and Argument   |  |   | WS 2.1 WC 3 and 9  |   |
| 12  | Documentation (MLA Style)  |   | WS 2.4, 13  | AAP Draft  |
| 13  | Argument Analysis Speech  |   |   | Speech Presentation  |
| 14  | Review  |   | WS 2.6  |   |
| 15  | FINAL EXAM  | ESSAY WRITING  |   | Final Portfolio   |

SPEECH RUBRIC

Speaker’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion**  | **Rating Excellent**  | **Rating Good**  | **Rating** **Satisfactory**  |  **Rating** **Needs Improvement**  |
|   | Points 5  | Points 4  | Points 3  |  Points 2   |
|   **Introduction**  |  1. Gets attention
2. Clearly identifies topic
3. Establishes credibility
4. Previews main points
 |   Meets any three of the four criteria  |   Meets any two of the four criteria  |  Meets only one of the four criteria  |
|   **Body**  |  Main points are clear, well supported, and sources are documented  |  Main points are somewhat clear, some support, and some documentation  |  Main points need clarity & support, lack of sources & documentation  |  Main points are not clear and have no support, no sources or documentation  |
|   **Conclusion**  |  1. Reviews main points
2. Brings closure
3. Memorable
 |  Reviews main points , brings closure  |   Brings closure  |  Does not bring closure; the audience is left hanging   |
|   | 3  | 2  | 1  | 0.5  |
|  **Eye Contact**  |  Eye contact with audience virtually all the time (except for brief glances at notes)  |  Eye contact with audience less than 80% of the time  |  Eye contact with audience less than 75% of the time  |  Little or no eye contact  |
|    **Clarity and Use of Language**  |  Use of language contributes to effectiveness of the speech, vocalized pauses (um uh er etc.)  are not distracting.  Speaks clearly and distinctly all the time with no mispronounced words  |  Use of language does not have negative impact, and vocalized pauses (um uh er etc.) not distracting Speaks clearly and distinctly nearly all the time with no more than one mispronounced word  |  Use of language causes potential confusion, and/or vocalized pauses (um uh er etc.) are distracting. Speaks clearly and distinctly most of the time with no more than two mispronounced words  |  Use of language is inappropriate.  Often mumbles or cannot be understood with more than three mispronounced words  |
|   **Body language**   |  Body language, gestures, and facial expressions adds greatly to the message  |  Body language, gestures, and facial expressions compliment message  |  Body language, facial expressions & gestures lack variety and spontaneity   |  Body language, gestures, and facial expressions are lacking or inappropriate  |
|  **Topic is specific, follows assignment** **Adapted to audience**  |   Topic is specific, appropriate and adapted  |   Topic is clear appropriate and somewhat adapted  |   Topic lacks clarity and focus needs adapting to audience  |   No specific purpose-inappropriate for audience or occasion  |
|  **Time**  |  Within allotted time  |  Within 10% of allotted time  |  Within 20% of allotted time  |  Not within 20% of allotted time   |

(Adapted from Dan Rooney)

Total: \_\_\_\_\_\_\_\_\_\_\_ Comments:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

WRCM 101 PARAGRAPHS ASSIGNMENT

# **Brief Overview**

Marks: 15% of final mark

Length: 3 paragraphs

Format: Typed, double-spaced, 12pt Times New Roman

# **Details**

You have learned about six rhetorical modes of writing: narrative, descriptive, compare/contrast, cause/effect, process, and persuasion. In this assignment, you are tasked to write one complete paragraph in each of these modes. Make sure you use the correct structure.

**Points to remember about each mode**:

|  |  |  |
| --- | --- | --- |
| **Narrative**  | **Descriptive**  | **Compare/Contrast**  |
| * Includes components of plot, character, conflict, and theme
* Includes strong details
* Includes a strong introduction and conclusion that hook the reader and evoke the narrative’s theme
 | * Uses strong sensory details appealing to all five senses.
* Starts with the writer’s main impression of subject
* Uses spatial order for

organization  | * Analyzes two subjects by either comparing them, contrasting them, or both
* Does not just state the obvious but examines subtle or unexpected differences and similarities
* Topic sentence clearly states what the two subjects are and what will be learned
* Organized either by the subjects or by points
* Uses phrases of

comparison or contrast  |
| **Cause/Effect**  | **Process**  | **Persuasion**  |
| * Topic sentence states main cause, main effect, or various causes and effects of a condition or event.
* Organized EITHER cause first, effect second OR effect first, cause second
* Includes strong evidence linking the cause and effect
* Uses phrases of causation
 | * Explains how to do something, how something works, or both
* Opens with discussion of the process including the outcome of the process
* Follows a chronological sequence
* Uses time transition

phrases  | * Moves readers toward a certain point of view.
* Argues a specific claim
* Uses clear reasons and strong evidence to support its claim
* Avoids appearance of bias by limiting first-person pronoun use
 |

**Topics:**

## **NARRATIVE**

Think of a major national or local event that affected you in some way. Briefly tell the story in a paragraph.

## **DESCRIPTIVE**

Describe a place on the FCC campus that evokes some emotion for you, whether positively or negatively. Take the reader through it by organizing your paragraph by space.

## **COMPARE/CONTRAST**

Compare or contrast two public figures, cities, or countries. What makes them similar? What makes them different? Focus on the subtle and unexpected.

## **CAUSE/EFFECT**

Read through a newspaper to discover a current situation. Explain how it was caused and/or what its effects are.

**PROCESS**

Describe the process of applying to FCC. How does someone do it?

## **PERSUASION**

Read the opinion page of a newspaper or magazine and choose one opinion to argue against.

Write a strong claim supported by reasons and based on evidence against the writer’s position.

You must cite the source you are arguing against.

WRCM 101 ARGUMENT ANALYSIS PAPER

# **Basic Overview**

Marks: 15% of final mark

Length: 2-3 pages

Format: Double-spaced, typed, 12 pt Times New Roman, MLA format

**Hand in: Soft and hard copy, stapled, MLA format and references, plus Op-Eds**

# **Details**

For this paper, you must write an essay drawing from two op-eds with opposing arguments. These can be from an editorial, an opinion piece, or a column about a current controversy (since the beginning of this semester). You cannot use newspaper articles or letters to the editor.

Once you have one op-ed, you must find another opposing op-ed on the SAME subject. Make sure you give yourself time. The op-eds should be approximately the same length as well in order to make a fair comparison.

Your thesis will be a claim about the quality of the arguments. Ask yourself the following questions as you read:

* Who is the author and what is his/her affiliation with this subject?
* Who is the newspaper’s readership?
* What is the big question (the controversy or event) being addressed?
* What is the major claim of the article and what evidence is or is not being used to support it?

Then decide which op-ed makes the stronger argument. Your essay will be marked according to the thoroughness of your argument as well as the clarity of your presentation.

# Requirements

## Content

* Does the paper fulfill the purpose of the assignment as outlined in the assignment handout (including length, proper sections and formatting)?
* Does the paper have an introduction that clearly and concisely introduces the topic and purpose of the essay and why it matters?
* Does paper include a strong thesis that is well placed and easily identified; appropriate to the assignment and topic; and sufficiently narrow? Does the introduction clearly identify how the argument will develop?
* Does the paper develop strong logical points in support of the evaluation? Is sufficient space dedicated to argument analysis? Are some arguments under or over developed?
* Does the paper support the evaluation with evidence in the form of accurate, clear, and appropriate use of the source material? Are decisions to paraphrase, summarize or quote well-chosen and well executed?
* Does the paper clearly identify source material as distinguished from student voice?
* Does the paper provide sufficient analysis of source material that explains the support for the main claims?
* Does the paper attend sufficiently to audience and persuasion?
* Does the paper have a conclusion that effectively restates the main points and reviews the significance of the topic?
* Does the paper include a bibliography in MLA format?

## Organization

* Does the paper feature a strong, logical system of organization appropriate to the topic, assignment, and thesis?
* Does the paper include focused paragraphs that contain one point?
* Is that point clear using effective topic sentences that relate to the overall argument?
* Does the essay flow from one main point to another in an easy to follow manner using effective transitions that connect ideas or paragraphs?
* Does the paper include clear references to the structure, including preview statements in the introduction, and signposts throughout the paper?

## Structure and Layout

* Does the paper adopt an appropriate tone for formal academic writing?
* Does the paper use appropriate terminology and word choice?
* Does the paper evidence sufficient proofreading and avoid incomplete sentences, random capitalization, and glaring errors in formatting?
* Does the paper exhibit any significant patterns of grammatical errors?

WRCM 101 ARGUMENT ANALYSIS SPEECH

# **Basic Overview**

Marks: 15%

Length: 3-4 minutes

**Hand in: Full sentence (typed) and Keyword outlines, Toulmin diagram, bibliography**

# **Details**

In this speech, you will examine the quality of the argument you find in an op-ed.

1. Decide on an op-ed to speak about (NOTE: it can be one from your Argument Analysis paper). Ask yourself the following questions:
	1. Who is the author and what is his/her affiliation with this subject?
	2. Who is the newspaper’s readership?
	3. What is the big question (controversy or event) being addressed?
2. Identify the author’s main claim and the evidence he/she does or does not use to support it.
3. Present the argument in the form of a visual aid using a Toulmin diagram.

IMPORTANT: This speech is **NOT** an opportunity for you to state your own viewpoint on the topic in question. That will come later. **ONLY** focus on the quality of the argument.

WRCM 101 FINAL PORTFOLIO ASSIGNMENT

# **Basic Overview**

Hand in: All drafts of Paragraphs Assignment and Argument Analysis Paper, self-assessment letter

# **Details**

Bring to the final exam period the following in a folder with your name on it:

1. Drafts of Paragraphs Assignment and Argument Analysis Paper with corrections (3 points)
2. A self-assessment letter addressed to the instructor that is 2 pages long and answers the following questions. Use first person voice and give clear examples. (2 points)
	1. What have you gained from WRCM 101? How do you hope this will help you in WRCM 102?
	2. How did the assignments help you grow as a writer and speaker? Feel free to offer suggestions for assignments and why (but do not say get rid of the argument analysis paper and speeches!).
	3. How well do you think you performed in this class?