

# English 202: Introduction to College Writing Syllabus

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Approved by the Program Academic Council  
24.05.2019  
Protocol # 3

## Course Description and Goals

This course is designed to introduce the basic elements of academic writing and improve the students' ability to properly organize and express themselves in clear, coherent and grammatically correct English. Various types of basic skills will be covered, including outlining, paragraph writing, and frequent opportunities will be provided for practicing the various types of academic essay forms, including descriptive, process, compare and contrast, classification, argumentative and cause and effect essays. In addition to learning the basic types of writing, students will focus on improving their critical thinking skills, grammar and vocabulary throughout the course. Writing topics will cover a broad range of issues, from social and historical topics to political and economic themes. Pre-writing tasks will include class discussions, focused grammar practice, or authentic media presentations. Selected articles will be presented for analysis and discussion and further used as a writing topic.

The primary goal of this course, then, is as follows:

(a) Students will be provided with practical information about the essentials of writing that can be applied to both academic and professional contexts and will improve their grammar and writing skills through constant practice. They will learn all basic paragraph and essay forms.

(b) Students will familiarize themselves with terminology related to the theme presented in class and incorporate these terms into their functional English vocabulary.

(c) Students will also practice evaluative thinking skills in summarizing, analyzing, synthesizing, and using information from selected texts.

(d) Students will learn to synthesize class discussions and other media presentations and incorporate these ideas into their writing.

## Course Outline

Please note:

The outline below is *tentative* and may be revised to better meet student and instructor needs. Readings and assignments may be added or updated to enhance students' understanding, and due dates may be changed to adjust to the pace of students' learning.

**Readings:** Readings will be determined by the instructor and will be relevant and timely articles taken from authentic sources.

<b>Topic/Activity</b>	<b>Format</b>	<b>Readings</b>	<b>Assignments</b>
Class Introduction: goals, expectations, procedures Writing /Outlining Intro to Paragraph organization and types	Short Lecture	Issues Selected Reading TBD	Paragraphs: Persuasive Descriptive
Paragraph Types – Compare-Contrast, Cause-Effect Grammar Review Short reading/discussion Paragraph writing	Short Lecture Individual work Pair work Group work	Selected Reading TBD	Paragraphs: Cause-Effect Compare-Contrast Process
Paragraph Types – Classification, Argumentative Grammar Review Short reading/discussion Paragraph writing	Short Lecture Individual work Pair work Group work	Selected Reading TBD	Paragraphs: Classification Argumentative
Review of Paragraph types Review of Vocabulary Paragraph writing	Short Lecture Individual work Pair work Group work	Selected Reading TBD	Paragraphs: All Types
Introduction to Essay Writing Outlining Organization - Introductions Grammar Review Short reading/discussion Introduction paragraph writing	Short Lecture Individual work Pair work Group work	Selected Reading TBD	ESSAY FORM: Introductory Paragraph
Essay Writing - Outlining Organization – Body Paragraphs Grammar Review Short reading/discussion Body paragraph writing	Short Lecture Individual work Pair work Group work	Selected Reading TBD	ESSAY FORM: Body Paragraphs
Essay Writing - Organization – Concluding Paragraphs Grammar Review Short reading/discussion Concluding paragraph writing	Short Lecture Individual work Pair work Group work	Selected Reading TBD	ESSAY FORM: Concluding Paragraphs
Essay Writing – Persuasive Topic 1 Grammar Review	Short Lecture Individual work Pair work	Selected Reading TBD	Essay – Persuasive

Short reading/discussion Essay - Descriptive	Group work		
Essay Writing – Descriptive Topic 1 Grammar Review Short reading/discussion Essay - Descriptive	Short Lecture Individual work Pair work Group work	Selected Reading TBD	Essay – Descriptive
Essay Writing – Process Topic 1 Grammar Review Short reading/discussion Essay - Process	Short Lecture Individual work Pair work Group work	Selected Reading TBD	Essay – Process
Review of Essay and Paragraph types <b>MIDTERM</b>	Short Lecture Individual work Pair/Group work	REVIEW	Essay/Paragraph Review
Essay Writing – Compare/Contrast Topic 1 Grammar Review Short reading/discussion Essay - Compare/Contrast	Short Lecture Individual work Pair work Group work	Selected Reading TBD	Essay – Compare - Contrast
Essay Writing – Cause/Effect Topic 1 Grammar Review Short reading/discussion Essay - Cause/Effect	Short Lecture Individual work Pair work Group work	Selected Reading TBD	Essay – Cause- Effect
Essay Writing – Classification Topic 1 Grammar Review Short reading/discussion Essay - Classification	Short Lecture Individual work Pair work Group work	Selected Reading TBD	Essay – Classification
Essay Writing – Argumentative Topic 1 Grammar Review Short reading/discussion Essay - Argumentative	Short Lecture Individual work Pair work Group work	Selected Reading TBD	Essay – Argumentative
Essay Writing – Mixed Form – Intro to Long Form Essay Writing Grammar Review Short reading/discussion	Short Lecture Individual work Pair work Group work	Topic: Student Choice Selected Reading TBD	Essay – Mixed Form
REVIEW WEEK	REVIEW WEEK	REVIEW WEEK	REVIEW WEEK
FINALS WEEK			

**Course Load and Homework Responsibilities and Expectations**

Students will be responsible for weekly written assignments. There will be at least one essay or several paragraphs assigned each week. Each essay/paragraph will include two drafts – the initial essay and the second corrected draft. Articles will be assigned each week related to that week's discussion or topic. Students will be responsible for all new vocabulary introduced in class and included in the articles. Lateness will not be accepted. Essays and paragraphs will be sent to the instructor via email. First corrected drafts will be brought to class for in class analysis and corrections.

### **Evaluation Percentages:**

Participation 5%  
Quiz 20%  
Midterm 10%  
Assignments 40%  
Final Grade 15%  
Final Project 10%

**Participation:** Includes attendance, class quizzes, motivation and participation in class discussions, group work and pair work.

**Midterm and Finals:** The midterm will consist of an essay, analysis of a short passage and a vocabulary/Grammar component

**Assignments:** This grade will be based on the quality and effort displayed in the weekly essay or paragraph assignments.

**Final Project:** A final essay based on research is required.

A TOTAL OF 65% is required to pass the class. In addition, students who have an overall failing quiz grade (an average of all quizzes) and fail both the midterm and final, will automatically fail the class.

**Make Up Final:** Students who fail the course have the opportunity to take two make-up finals. This final will be comprehensive and will include all types of writing that was included in the course including vocabulary from the readings.

### **Reading List**

1. M.Foley, D.Hall, My Grammar Lab B1/B2, Pearson Education, 2012.
2. Hartley, James. Academic Writing and Publishing : A Practical Handbook. New York: Routledge, 2008.  
<http://proxylibrary.hse.ru:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edsebk&AN=224109&site=eds-live>.

Optional:

1. Cotton D., Language leader: intermediate : coursebook and CD-ROM, Pearson Education, 2011
2. Clare A., Total English : intermediate: students' book, Pearson Education, 2009

**Special Equipment and Software Support**

The following software programs from local HSE network (by contract) will be used in class:

Microsoft Windows 7 Professional RUS or

Microsoft Windows 10 or

Microsoft Windows 8.1 Professional RUS