Course Objectives

English 100 is an integrated course that develops students’ linguistic and communicative competence with special emphasis on developing specific skills through reinforcement sessions. In these sessions, students will be working on an individual basis or collaborating with others on authentic task-based assignments. The course is designed along two tracks: A & B. In 100A, students meet 15 hours a week, whereas in 100B, students meet for 10 hours a week and while the two tracks differ in pace, the overall course objectives and the promotion criteria remain the same for both tracks.

The reading component is distinct in that it challenges students’ critical thinking skills and develops the reading strategies needed for success in all academic disciplines. Concerning writing, students should demonstrate improvement in organization, content, paragraph/essay development, level of detail, and word choice in their written assignments after revising them. Students also deliver appropriate oral presentations that demonstrate suitable considerations of audience, purpose, and the information to be conveyed. Finally, students design coherent media productions with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose, and medium.

By the end of the semester, students are expected to be able to do the following:

1. Comprehend selections in texts at appropriate difficulty level, using a variety of strategies.
2. Read extensively and intensively for different purposes in varied sources.
3. Read to increase knowledge of culture.
4. Respond to various types of texts and read critically to evaluate texts.
5. Write in a variety of forms for various audiences and purposes.
6. Use recursive writing processes when appropriate.
7. Write clearly and effectively applying the conventions of mechanics and grammar.
8. Evaluate own writing and the writing of others.
9. Listen to analyze and appreciate group discussions, taped interviews, and presentations.
10. Demonstrate verbal participatory skills in oral presentations, role-play, focused discussions, and simulations, at the appropriate level of difficulty.
11. Use the conventions of oral language effectively, including turn-taking and intonation.
12. Read in order to research self-selected and assigned topics.
13. Use writing as a tool for learning and research.
14. Use dictionary and thesaurus skills to increase vocabulary repertoire.
15. Interpret and produce basic visual images and messages to communicate meaningfully with others.
A DETAILED LISTING OF OBJECTIVES BY SKILL

Reading
By the end of the semester, students will be able to:
1. monitor their own reading strategies and make modifications when necessary (rereading, using resources, and questioning).
2. read authentic literature to develop vocabulary, structures, and background knowledge needed to comprehend increasingly-challenging language.
3. produce summaries of texts by identifying main ideas and supporting details.
4. answer different types of and levels of questions such as open-ended, literal, and interpretive as well as short answer questions.
5. draw inferences such as conclusions, generalizations, and predictions, and support them with text evidence and experience.
6. read in varied sources such as diaries, journals, maps, textbooks, newspapers, letters, speeches, and electronic texts.
7. analyze and compare relationships, ideas, and cultures as represented in various media.

Grammar/Writing
By the end of the semester, students will be able to:
1. use prewriting strategies to generate ideas, develop voice, and plan.
2. write short, unified, coherent and well-developed essays of 300-400 words on current topics using various rhetorical modes: examples, illustration, process, comparison/contrast, and cause/effect.
3. revise writing after rethinking the logic of organization, eliminating awkward constructions, and rechecking the controlling idea, content, paragraph development, transitions, level of detail, conventions, and word choice.
4. write well-organized compositions that have clear focus, logical development, effective use of detail, and variety in sentence structure, and explain the strategies used to generate and organize ideas.
5. develop drafts both alone and collaboratively by organizing and reorganizing content to suit occasion, audience, and purpose.
6. use knowledge of types of clauses, verb forms, mechanics, usage, sentence structure, and standard English spelling when writing and editing.
7. produce work that shows correct use of the conventions of punctuation and capitalization.
8. demonstrate control over grammatical elements such as subject-verb agreement, pronoun antecedent agreement, and verb forms.

Oral/Aural
By the end of the semester, students will be able to:
1. identify and practice techniques such as setting time limits for speakers and deadlines for decision making to improve productivity of group discussions.
2. deliver formal presentations for particular audiences using clear enunciation and appropriate organization, gestures, tone, and vocabulary.
3. identify and use common textual and graphic features and organizational structures to comprehend information and compose reports or oral presentations.
4. listen to and extract meaning from a variety of media such as audio tape, video, and CD ROM.
5. listen and respond appropriately to presentations and performance of peers.
6. use prior experience to understand meanings in English and to develop and expand repertoire of learning strategies such as to reason inductively or deductively and to look for patterns in language.
7. employ learning strategies such as the use of nonverbal cues when speaking in English.

Study Skills
By the end of the semester, students will be able to:
1. locate appropriate print information using text and technical resources, including electronic sources.
2. use text organizers such as overviews, headings, and graphic features to locate and categorize information.
3. use study strategies such as skimming and scanning, note taking, outlining, annotating, and using study-guide questions to better understand text.
4. use their own questions, notes, summaries, and outlines.
5. use writing to discover, organize, and support what is known and what needs to be learned about a topic.
6. compile information from primary and secondary sources in systematic ways using available technology.
7. construct visuals such as graphic organizers based on text descriptions and text structures.
8. represent information in a variety of ways such as graphics, conceptual maps, and learning logs.
9. describe how illustrations help to represent or extend the meaning of the text.
10. use a variety of forms and technologies to communicate specific messages.

Resources Available to Students

Assigned Textbook

Grading Criteria

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing: Five essays and outlines-summaries</td>
<td>20%</td>
</tr>
<tr>
<td>Reading: A minimum of three text analysis quizzes and five reading assignments</td>
<td>10%</td>
</tr>
<tr>
<td>Oral work: A minimum of three short oral presentations</td>
<td>10%</td>
</tr>
<tr>
<td>Reinforcement sessions: Assignments and quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>10%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
</tr>
</tbody>
</table>
Course Policy

- **60 is the minimum passing grade.** A student who obtains a grade between 60-74 will be promoted to English 102 (Freshman students: 102A; Sophomore students: 102B). A student who obtains 75 or above will be promoted to English 203.
- **Students are required to submit all assignments on time.**
- **Students must take all scheduled tests.** Make-up tests are given only at the instructor’s discretion if the student presents a valid excuse for his/her absence from the test within one week of that test.
- **Attendance regulations:**
  - Students are required to attend all classes and bring the assigned textbook. **Students who miss more than 20 sessions in English 100A or 15 sessions in 100B will be automatically withdrawn (i.e. dropped) from the course.** No exception to this rule will be made.
  - **Students are allowed to register for a Communication Skills course a maximum of three times,** the third requiring permission of the student’s advisor and the English department. Students withdrawn for excessive absences will be counted as having registered for the course one time.
  - According to university regulations, **students are not permitted to withdraw from Communication Skills courses themselves.**

Academic Integrity

Students are expected to submit their own work. In all assignments, ideas and words taken from any source should be documented. Failure to credit ideas or material taken from secondary sources constitutes plagiarism, a violation of the University’s academic regulations, and is subject to disciplinary action. (Please refer to the AUB Student Handbook, “Academic Integrity” section, p. 33).

Schedule

Week 1
- Introduction to course: Course policy; objectives; attendance regulations
- Diagnostic essay and feedback on diagnostic essays
- Introduction to writing, *College Writing Skills with Readings* (CWSR), pp. 3-21

Readings
- “A Love Affair with Books,” CWSR, p. 636

Reinforcement Sessions
- Focus on grammar: Subjects/verbs and fragments, CWSR, pp. 413-431

Week 2
- The writing process, CWSR, pp. 23-49
- The first and second steps in essay writing, CWSR, pp. 51-75

Readings
- “The Ambivalence of Abortion,” CWSR p. 607

Reinforcement Sessions
- Continue work on grammar: Subjects/verbs and fragments, CWSR, pp. 413-431
- Focus on listening skills: Taking notes from a lecture
Week 3

- The third step in essay writing, CWSR, pp.77-102
- The fourth step in essay writing, CWSR, pp. 103-137

Readings

“A Hanging,” CWSR, p. 621
“In My Day,” CWSR, p.628

Reinforcement Sessions

- Discussion based on a short documentary: “The Bermuda Triangle,”
  (Video available in Fisk 302)
- Continue work on grammar: Run-ons, regular and irregular verbs, and subject-verb agreement, CWSR, pp.432-459

Week 4

- Four bases for revising essays, CWSR, pp. 139-164
- Introduction to essay development, CWSR, pp. 167-173
- Introduction to narration, CWSR, pp. 195-210
- Practice writing narrative essays and feedback on student essays

Readings

“Shame,” CWSR, p. 595

Reinforcement Sessions

- Using the library and the Internet, CWSR, p. 370-387
- Continue work on grammar: Additional information about verbs, pronoun agreement and reference, and pronoun types, CWSR, pp. 460-475

Week 5

- Graded essay: Narration
- Introduction to examples essay, CWSR, pp. 211-230
- Practice writing examples essay and feedback on student essays
- Introduction to oral presentations

Readings

“I Became Her Target,” CWSR, p. 601
“Kids and Computers: Digital Danger,” CWSR, p. 680

Reinforcement Sessions

- Continue work on using the library and the Internet, CWSR, p. 370-387
- Visit to Jafet Library
- Continue work on grammar: Adjectives and adverbs, misplaced modifiers, and dangling modifiers, CWSR, pp. 476-488

Week 6

- Graded essay: Examples
- Introduction to process essay
- Practice writing process essay and feedback on student essays
- Taking notes from a lecture (in class)
- Writing a report, CWSR, pp. 359-363

Readings
“The Monster,” CSWR, p. 651
“Bombs Bursting in the Air,” CWSR, p. 673

Reinforcement Sessions
- Mechanics: Manuscript form, capital letters, and numbers/abbreviations, CWSR, pp. 489-501
- Discussion sessions: Listening to the BBC

Week 7
- Extensive reading
- Introduction to outlining (topic and sentence outlines)
- Oral presentations of thematic posters
- Oral presentations: Submitting outline of presentations and lists of references

Readings
- “How to Make It in College Now that You Are Here,” CWSR, p. 702
- “Propaganda Techniques in Today's Advertising,” CWSR, p. 663

Reinforcement Sessions
- Continue work on mechanics and spelling, CWSR, pp. 487-528

Week 8
- Graded essay: Process
- Introduction to summary writing, CWSR, pp. 349-358
- Practice in outlining and summary writing

Readings
- “Seven Ways to Keep the Peace at Home,” CWSR, p. 718

Reinforcement Sessions
- Focus on punctuation: The apostrophe and quotation marks, CWSR, pp. 502-515
- Video session: A documentary

Week 9
- Introduction to cause/effect essays, CWSR, pp. 249-264
- Oral Presentations: Presenting press releases from newspapers and reports
- Using the library and the Internet, CWSR, pp. 370-387
- Extensive reading

Readings
- “Why Are Students Turned Off?” CWSR, p. 658
- “Thank You,” CWSR, p. 588

Reinforcement Sessions
- Continue work on punctuation: The comma, CWSR, pp. 516-525
- Review of ESL pointers, CWSR, pp. 567-580

Week 10
- Midterm Exam
- Practice cause and effect essays and feedback on essays
  - Reporting on extensive reading
  - Note-taking from a lecture

Readings
“Is Sex all that Matters?” CWSR, p. 733

**Reinforcement Sessions**
- Review of punctuation rules, CWSR, pp. 495-522
- Video session on historical movies

**Week 11**
- Graded essay: Cause/Effect
- Introduction to comparison/contrast essays using either point by point or block organization, CWSR, pp. 265-284
- Oral presentations

**Readings**
“Here's to your Health,” CWSR, p. 697

**Reinforcement Sessions**
- Continue work on punctuation rules, CWSR, pp. 495-522
- Video session: Focused listening activities based on CNN documentaries

**Week 12**
- Extensive reading
- Practice writing comparison and contrast essays and feedback on essays
- Oral presentations
- Library assignment: Writing a summary or report based on one source, CWSR, pp. 359-363

**Readings**
“Smash Thy Neighbor,” CWSR, p. 613

**Reinforcement Sessions**
- Continue work on punctuation: Other punctuation marks, CWSR, pp. 526-530
- Work on word use: Spelling improvement and commonly confused words, CWSR, pp. 531-546
- Video session: Focused listening activities based on CNN documentaries

**Week 13**
- Introduction to writing a research paper, CWSR, pp. 384-405
- Graded essay: Comparison /Contrast
- Discussion session: Listening to the BBC and/or to songs

**Readings**
Selected articles and short reports from newspapers and magazines

**Reinforcement Sessions**
- Continue work on word use: Effective word choice and editing essays, CWSR, pp. 547-560

**Week 14**
- Documenting sources, CWSR, pp. 390-394
- Further practice in outlining and summary writing
- Discussion session: Listening to the BBC and/or to songs
- Oral presentations

**Readings**
“College Lectures: Is Anybody Listening?” CWSR, p. 711


**Reinforcement Sessions**
- Continue work on editing essays, CWSR, pp. 560-566
- Writing a resume and a job application letter, CWSR, pp. 364-369

**Week 15**
- Departmental essay
- Oral presentations
- Graded summary and outline
- General revision sessions & mock final exam

**Readings**
Selected articles from *TIME* and *Newsweek*