

Coffeyville Community College

#ENGL-101
COURSE SYLLABUS
FOR
ENGLISH COMPOSITION I

Salina Meek
Instructor



COURSE NUMBER: ENGL-101
COURSE TITLE: English Composition I
CREDIT HOURS: 3
INSTRUCTOR: Salina Meek
OFFICE LOCATION: 214 Arts and Sciences Building
OFFICE HOURS: See schedule posted on door
OFFICE PHONE: 620-251-7700 ext. 2066
E-MAIL: salinam@coffeyville.edu
PREREQUISITE(S): A minimum score of 55 on the Writing section of the COMPASS, or fully complete Written Communications with a grade of C or above.

**REQUIRED TEXT
AND MATERIALS:**

Hacker, Diana. *A Writer's Reference*. 7th ed. Boston: Bedford, 2011. Print.
Hudden, Schwab, Jerome & Amy Love. *Changing Society: Readings for the Engaged Writer*. Boston: Prentice Hall, 2010. Print.

Grade-graphic folder (optional)
Thesaurus
College Ruled or wide ruled loose leaf notebook paper
Pens with blue or black ink and pencils
Folder with pockets
Something in which to take notes
White-out

**COURSE
DESCRIPTION:**

This course provides review of language mechanics through writing assignments with emphasis on expository and argumentative forms.

**EXPECTED LEARNER
OUTCOMES:**

By the completion of the course, the student will be able to

1. Write in several genres of composition.
2. Write effectively.

3. Use effective college level vocabulary.
4. Use writing and reading for inquiry, learning, thinking and communication.
5. Develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics.

In each theme, the student will be able to

1. Write out a clear central idea expressed as a thesis statement.
2. Develop this central idea in a logical manner.
3. Support generalizations with evidence.
4. Write an effective introduction and conclusion for the essay.
5. Organize paragraphs in a logical manner.
6. Demonstrate the ability to write effectively in specified points of view.
7. Use transitions to unite the paper.
8. Integrate a variety of sentence patterns and structures.
9. Correct all logical and mechanical errors so that the final copy will be an example of the student's best work, a work he or she can be proud of.

LEARNING TASKS & ACTIVITIES:

ASSIGNMENT - PREPARING TO WRITE

1. Identify the three parts of an essay. (analysis)
2. Discover that a thesis statement is to an essay what a topic sentence is to a paragraph. (application)
3. Understand the importance of the use of appropriate transitions in writing. (knowledge)
4. Rewrite an excerpt from a piece of literature in which the author's well chosen verbs have been replaced with ho-hum ones to familiarize the student with a thesaurus as a writer's invaluable tool and to realize that verbs are the most important words in the English language. (synthesis)
5. Use outlining as an organizational tool. (application)
6. Distinguish among three points of view: first person, second person, and third person. (analysis)
7. Review major and minor writing errors. (knowledge)
8. Familiarize the student with the five paragraph essay form as a starting point for class writing assignments. (knowledge)

9. Improve ability to analyze and evaluate an author's central meaning of a selected passage. (analysis and evaluation)
10. Review basic grammar skills as needed. (knowledge)

ASSIGNMENT - WRITING A PERSONAL NARRATIVE

11. Become comfortable with the method of writing followed in the course. (knowledge)
12. Write a five paragraph theme with at least five sentences in each paragraph, the thesis statement as the last sentence in the introduction, and the thesis statement restated in the conclusion. (synthesis)
13. Write in first person. (comprehension)
14. Outline the body of the essay. (analysis)
15. Write in chronological order. (comprehension)
16. Support each main point with specific detail. (evaluation)
17. Use sensory detail. (application)
18. Write in past tense. (knowledge)

ASSIGNMENT - WRITING A DESCRIPTIVE PAPER

19. Create a picture in words of a person, place, object, or event. (synthesis)
20. Write in third person. (comprehension)
21. Support the thesis with specific detail. (evaluation)
22. Create a dominant impression. (synthesis)
23. Employ three of the five senses in the essay. (knowledge)

ASSIGNMENT - WRITING A PROCESS PAPER

24. Explain how a certain process works and how to complete it. (comprehension)
25. Write in the point of view designated by the instructor. (comprehension)
26. Begin the essay with an indirect introduction. (comprehension)
27. Use transitions appropriate for a process paper. (application)
28. Summarize in the conclusion. (evaluation)

ASSIGNMENT - WRITING A COMPARISON/CONTRAST PAPER

29. Clarify the likenesses and differences between two (or more) ideas, actions, things, etc. (evaluation)
30. Organize the essay by using a point-by-point or a parallel method of outlining. (synthesis)
31. Deduce conclusions from facts presented. (analysis)
32. Select appropriate quotations to include in the essay. (analysis)
33. Write in third person. (knowledge)

34. Use an internal footnote in the introduction if the comparison/contrast is done over material from a published essay. (application)
35. Understand the use in quotations of ellipses marks and brackets. (knowledge)

ASSIGNMENT - WRITING A FORMAL ARGUMENT
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36. Prove to the reader what ought to be done about a given situation. (analysis)
37. Support the reasoning that should be free of fallacies with specific evidence from printed sources. (evaluation)
38. Take a stand on a controversial issue. (knowledge)
39. Use logic and reasoning, not emotionalism, to prove a valid stand taken. (application)
40. Write in third person. (knowledge)
41. Justify the stand taken. (evaluation)
42. Relate an opposing viewpoint early in the essay in the interest of fairness. (analysis)
43. Use the word must or should in the thesis statement. (application)
44. Paraphrase information from the printed sources. (comprehension)
45. Select a title for the essay which clearly indicates the stand taken on the controversial issue. (knowledge)
46. Document sources, using parenthetical documentation. (synthesis)
47. Prepare a works cited page. (application)
48. Select at least one powerful and meaningful quotation to include in the paper. (knowledge)

ASSIGNMENT - WRITING A DEFINITION ESSAY

49. Write an extended definition of a specific word. (synthesis)
50. Identify the term being defined; place it in a general class and distinguish it from all other members of that class. (evaluation)
51. Write in third person. (knowledge)

ASSIGNMENT - WRITING A LITERARY ANALYSIS
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52. Write in present tense. (knowledge)
53. Write in third person. (knowledge)
54. Analyze one aspect of a piece of literature thoroughly, using specific evidence in the form of paraphrases and quotes from the work analyzed.
55. Include an internal footnote in the introduction. (knowledge)

ASSIGNMENT - WRITING AN EDITORIAL

56. Identify the classifications of selected editorials. (analysis)

57. Write an editorial which fits into one of the seven classifications. (synthesis)
58. Write in third person. (knowledge)
59. Determine the purpose for an editorial and write one, appealing to the logic, common sense, and/or emotion of the reader. (synthesis)
60. Divide the editorial into the three divisions editorials naturally fall into. (analysis)

ASSIGNMENT - WRITING A LETTER OF APPLICATION AND A RÉSUMÉ

61. Prepare a résumé, summarizing the job applicant's background and qualifications for a particular job. (application)
62. State the facts with great care. (knowledge)
63. List the most recent information first. (knowledge)
64. Use brief phrases instead of complete sentences. (application)
65. Limit the résumé to one page if possible. (knowledge)
66. Write a letter of application. (synthesis)
67. Explain the most important qualifications. (comprehension)
68. Use standard business letter format. (application)

ASSIGNMENT - CHOICE

69. Write in the appropriate point of view to the type of essay chosen. (critical thinking)

**ASSESSMENT OF
OUTCOMES:**

At the conclusion of the course, in keeping with the policy established by this college, students will receive a grade of A, B, C, D, F, or I.

All students will be held to the same standards regardless of their sex, race, creed, ethnic origin, disabilities, or primary language.

The I (Incomplete) will be given only under special conditions upon consultation with the instructor. I will consult the Vice President for Learning before giving any student an I. Any remaining work on the course must be completed within six weeks from the end of the semester or summer session in which the I was earned. The I will become an F if the course is not completed within the specified period of time.

FINALEXAMINATION: All students must take the final except those who have earned an “F” in their class work. There would be no point in them taking the final.

Each instructor will administer the final to the sections he or she has taught in the classrooms during the designated time on the finals schedule.

The students will be required to write a five paragraph comparison/contrast theme or formal argument theme to be completed within the hour and forty (40) minutes final’s period. *Subject and theme of final subject to change.*

Each instructor will provide two comparison/contrast topics and two formal argument topics for each section taught. Each section is to have different topics.

The final essay will be worth 200 points, equal to the point value of two writing assignments done during the course.

Each instructor will mark and assign a letter grade to his or her students’ final essays, following the same grading criteria of the present final essay. The letter grade will be determined on 100-90% = A, 89-80% = B, 79-70% = C, 69-60% = D, and 59% and below = F.

Those students taking the final who earn an overall class grade of a “D” or “F” must retake English Composition I and will have to earn a “C” on their class work before they may enter English Composition II.

There will be no retake.

The final examination for English Composition I must be the writing of an essay; only through the writing of an essay can the students exhibit their ability to organize ideas in a specific writing mode with a clearly written and appropriate thesis statement for that mode. Only through writing an essay are the students able to illustrate their understanding of and ability to use standard grammar, punctuation, and mechanics which they must in order to be successful in English Composition II, at their school of transfer, and later, on the job. The final does not ask them to write an “A” paper; it requires them to show minimum competency with these basic skills.

How do English Composition I students pass the final? They listen when it is explained to them orally in class and they read the information they are given about it. They do their own work, follow instructions, hand in work on time that meets the requirements of the assignment, always attend class, ask questions, come to the desk for one on one help, and make appointments if they need further individual help. They learn from one another; they do peer evaluations; they learn to be their own editors. If they allow the instructor to teach them, they will pass the final.

What are the instructors looking for in a passing essay? The essay must be organized properly in the specified mode for the topic chosen. ***The essay must have at least five (5) paragraphs: an introductory paragraph, at least three (3) body paragraphs, and concluding paragraph. Each paragraph must have at least five (5) sentences.*** The last sentence in the introduction must be a well written thesis statement which is appropriate to the mode of the topic. The body paragraphs must have well written, appropriate topic sentences. The essay must be written in third person. The essay must exhibit that the student has become a good editor; it must be generally free of errors in grammar, punctuation, spelling, and usage. The student should recognize and correct all fragments, comma splices, run-ons, subject and verb agreement errors, confusion of tenses, point of view errors, and commas between subject and verb. The essay must exhibit that the student has given attention to word choice.

On the day of the final, the students will organize their thoughts on an organization sheet, write a rough draft which they review and edit, and type in the computer lab during the scheduled final time or write the final copy of their essay in a Blue Book, purchased from the bookstore and turned in to their instructor during the semester.

IN-CLASS ACTIVITIES:

You will write some in-class writings; some will be announced ahead of time, others won't. In-class writings will receive a point value and a letter grade according to how well they meet the criteria of the assignment and how free they are of major writing errors. They, also, must be legible and show evidence of having been proofread. When doing an in-class writing, you must be aware of the time limit and plan

accordingly. In-class writings will receive a point value of 10 to 20 points.

Quizzes and work sheets over assigned reading material will be assigned point values and receive letter grades according to the percentage of points earned.

In-class activities missed because of an unexcused absence may not be made up. In-class assignments missed due to an excused absence will be made up in the instructor's office during a pre-arranged appointment. **THEY MUST BE MADE UP WITHIN A WEEK OF WHEN THEY WERE MISSED.**

You will not receive a class attendance grade. You will instead be given the opportunity to earn in-class writing points. These are not assignment that can be made up. If you are not there you just miss the points! These are not bonus points; they are not extra credit points!

The final grade for the course will be based upon the percentage of points earned: 100-90% = A, 89-80% = B, 79-70% = C, 69-60% = D (nontransferable), 59-0% = FAILURE.

ATTENDANCE POLICY:

Students are expected to attend all classes. Because assignment requirements and examples taken from former students' work will be given in the classroom and much of the actual writing is done in the classroom, attendance is absolutely necessary for the satisfactory completion of English Composition I.

Students are expected to be on time and to remain for the entire class period. Attendance for only part of the period will be counted as an unexcused absence.

The institution's attendance policy states:

"It is the responsibility of students to make definite arrangements for all work before going on field trips or other college-sponsored trips. School-sponsored activities will be counted as excused absences providing the following criteria is observed:

1. The student must complete all of the necessary assignments at least three days prior to the absence, or at a time designated by the instructor.
2. At least three days prior to the absence the activity sponsor must provide the instructor with a list of students who are excused.
3. Excused absences are to include academic competition, music events, official athletic events, field trips, convocations, and other college-sponsored events as approved the by Dean of Academic Services."

"If a student misses twice the number of credit hours of a class and is achieving a below average grade, the instructor may request that the student withdraw from the class for non-attendance. The instructor will notify the Registrar in writing of the withdrawal request. The Registrar will notify the student of the withdrawal from class. A student may appeal a withdrawal from class for non-attendance." (See Student Grievance Procedure in the catalog.)

If you are a high school student, any school sponsored activity in which you participate is an excused absence from this class. **Your responsibility is to let me know at least one class period in advance of the absence, so you can find out if you will miss necessary information for an upcoming assignment or will have makeup work to do.**

ABSENCE FROM CLASS FOR ANY OTHER THAN THE REASONS STATED ABOVE WILL NOT BE CONSIDERED EXCUSED AND MAY NOT BE MADE UP.

STUDENT PLAGIARISM:

To copy a few words without giving proper credit to the sources, to copy parts of another person's paper, or to in any other way rely on the work of another student or author is to plagiarize material. This is a serious offense. As soon as it is discovered that a student has used someone else's work as his or her own, that student will receive an F for that paper.

All written work is to be the student's original composition from the basic development of the idea to the final copy. To cover weaknesses with help from others or through deception only prevents the instructor from helping individuals correct writing weaknesses. The student should make sure that any paper submitted is entirely his or her

own, from the basic development of the idea to the final copy.

REFER TO PAGES 358-361 & 344-347 IN *A WRITER'S REFERENCE*. REMEMBER: PLAGIARISM IS NOT ONLY SERIOUS OFFENSE, BUT IS PUNISHABLE IN CLASS AS WELL AS WITH THE STUDENT CONDUCT COMMITTEE.

WITHDRAWING FROM A CLASS:

If you drop a class, you must follow the official withdrawal procedure established by the college. Before dropping a class, discuss your decision with your teacher and coach/advisor. Obtain a drop slip from student services or your advisor, have your instructor initial the drop slip, and take the drop slip to the registrar's office to have the withdrawal from the class finalized. **If you just quit attending a class and never formally drop, your instructor has to give you an F at the end of the semester.**

FOLLOWING INSTRUCTIONS ARE IMPORTANT:

The major assignments will be evaluated by rather specific criteria. The criteria are listed below. You should familiarize yourselves with these grading standards; therefore, you will understand the basis of your grades. If you have questions about my grading standards and methods, you should ask for a clarification. Make an appointment with me in my office so that you can continue to move forward in improving your writing ability.

The following mistakes are considered major writing errors.

1. Thesis statement error
2. Unacceptable introduction
3. Organization problems
4. Lack of transitions
5. Unacceptable conclusion
6. Inattention to word choice
7. Run-on
8. Fragment
9. Agreement
 - A. Subject-verb
 - B. Pronoun-antecedent
10. Verb tense
11. Faulty modification
 - A. Dangling modifiers

- B. Misplaced modifiers
- 12. Spelling
- 13. Major comma error
 - A. Comma splice
 - B. Comma between subject and verb
- 14. Shift in point of view

The following errors are considered minor.

- 15. Apostrophe
- 16. Faulty parallelism
- 17. Minor comma faults
 - A. Unneeded between compound subjects
 - B. Omitted from series
 - C. With restrictive/nonrestrictive clauses
- 18. Case error
- 19. Noun agreement error
- 20. End punctuation error
- 21. Misused semicolon
- 22. Adverb form error
- 23. Capitalization error
- 24. Quotation marks error
- 25. Parentheses error
- 26. Brackets error
- 27. Non-standard abbreviations
- 28. Misused colon
- 29. Ellipsis error

DUE DATES:

Each assignment which is to receive a letter grade will have a definite due date.

Any assignment handed in late will automatically receive one letter grade lower than it would have, had it been turned in on the date due.

Any assignment **NOT** handed in before or on the class period day following when it was due will receive an F.

NOTE:

All rough drafts may be hand written or typed, but with ample spacing between lines for corrections and comments!

SPECIAL NOTE:

This syllabus should be used as a guide for the course content and is not intended to be a legal contract. The policies stated are all subject to revision by me on an as needed basis. Of course, you will be informed immediately and completely of any changes made.

*EVERY JOB IS A SELF PORTRAIT OF THE PERSON WHO DID IT;
AUTOGRAPH YOUR WORK WITH EXCELLENCE*

COMPETENCIES:

RECOGNIZE AND USE SEVERAL MODES OF COMPOSITION.

1. Demonstrate the benefit of writing in the pursuit of education and employment (Application)
2. Identify a variety of different essays, from narrative, descriptive, argument and others. (Knowledge)
3. Create these essays from information gone over in class (Synthesis)

RECOGNIZE THAT MAKING GOOD USE OF TIME IS VITAL IN BEING A SUCCESSFUL WRITER.

1. Produce various essays in the time allotted (Application)
2. Prepare for the timed final with various in-class writings (Application)
3. Develop a complete five paragraph paper during the allotted final time. (Synthesis)

INCREASE SKILLS IN BOTH THINKING LOGICALLY AND IN WRITING EFFECTIVELY.

1. Produce a clear central idea expressed as a thesis statement. (Application)
2. Develop a central idea in a logical manner. (Synthesis)
3. Support generalizations with evidence. (Evaluation)
4. Produce an effective introduction and conclusion for each essay. (Application)
5. Organize paragraphs in a logical manner. (Synthesis)
6. Demonstrate the ability to write effectively in specified points of view. (Application)
7. Use transitions to unite the paper. (Application)

BENEFIT FROM INDIVIDUALIZED EVALUATION OF EACH PAPER.

1. Solve all logical and mechanical errors in each paper. (Application)
2. Apply all notes and advice given to each paper. (Application)
3. Discover logical and mechanical errors during peer reviews of each paper. (Application)
4. Demonstrate the ability to make informed judgments. (Application)

INCREASE AWARENESS OF THE DEVELOPMENT OF PERSONAL VOCABULARY.

1. Identify various word choices for each paper. (Knowledge)
2. Discover new vocabulary during assigned readings. (Application)

DEMONSTRATE THE ABILITY TO READ WITH COMPREHENSION.

1. Analyze the keys points of the writing. (Analysis)
2. Analyze the tone of the writing. (Analysis)
3. Organize key components with information from additional sources to form a critical analysis of the work. (Synthesis)