

Coffeyville Community College

ENGL-101
COURSE SYLLABUS
FOR
ENGLISH COMPOSITION I

Troy McCloughan
Instructor

COURSE NUMBER: ENGL-101 **COURSE TITLE:** English Composition I
CREDIT HOURS: 3
INSTRUCTOR: Troy McCloughan
EMAIL: troy@coffeyville.edu
OFFICE LOCATION: Arts & Sciences, 217
OFFICE HOURS: See schedule posted on my office door
PHONE: 620-251-7700 ext. 2450
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:

Ruszkiewicz, John, Daniel Anderson, and Christy Friend. *Beyond Words: Cultural Texts for Reading and Writing*. 2nd ed. New York: Longman, 2009.
A Writer's Reference, 6th Edition Updated MLA, Diana Hacker
Paper and pen or pencil for in-class writing
Flash drive suggested for lab work

COURSE DESCRIPTION:

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

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.

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
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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 emotion, 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)

**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, pending they receive a passing grade on the English Composition I final examination..

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

**FINAL
EXAMINATION:**

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.

THE VICE-PRESIDENT FOR LEARNING WILL NOT ACCEPT THIS EXCUSE: "I CANNOT TAKE THE FINAL BECAUSE MY FLIGHT HOME LEAVES BEFORE THEN." YOU WILL KNOW THE DATE WELL IN ADVANCE OF WHEN YOU WILL BE MAKING PLANS FOR FLIGHTS OR RIDES HOME.

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 essay to be completed within the hour and forty minutes final’s period.

The final essay will be worth 100 points. 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.

On the day of the final, the students will organize their thoughts on paper, write a rough draft which they review and edit, and write the final copy of their essay.

**IN-CLASS
ACTIVITIES:**

Students will write some in-class assignments; some will be announced ahead of time, others won't. The assignments usually consist of free-writes, which will receive participation points.

Quizzes 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 if arrangements were made before the absence. **THEY MUST BE MADE UP WITHIN A WEEK OF WHEN THEY WERE MISSED.**

Students will also receive a class participation grade. At the beginning of the semester, students will each have **100 participation points**. Points will be deducted for a week's worth of absences: **20 points will be deducted for 2 absences (T,TH class), 3 absences (MWF class), and 1 absence (night class) from the beginning total.** These are not bonus points; they are not extra credit points. **TWO UNEXCUSED TARDIES WILL = ONE UNEXCUSED ABSENCE.**

GRADING: Grades will be determined according to the following numeric scale:

Essay #1	50	A=1000-900
Essay #2	100	B=899-800
Essay #3	150	C=799-700
Essay #4	250	D=699-600
Research Project	100	F=599-0
Misc. Assignments	150	
In-class participation	100	
In-class essay (final)	100	
TOTAL	1000	

Each major assignment has detailed instructions and will be explained during class. Each essay will have specific criteria which must be met. Find a friend in class. If you miss a class, get notes and assignment from this friend or see me during my office hours. Assignments are usually posted in a Word document on Moodle. Do Not Ask Me What You Missed. **WORSE: Do Not Ask Me If We Did Anything.**

Do not call or email me for the assignment or for any changes to the assignment calendar. You are responsible for developing your own buddy system with other students in the class. Use the class schedule and your buddy system to keep up.

FOLLOWING INSTRUCTIONS ARE IMPORTANT.

The major assignments will be evaluated by 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.

DUE DATES:

Each assignment receiving a point total will have a definite due date.

Any essay/project assignment handed in late (after beginning of class) will automatically receive one letter grade lower than it would have had it been turned in on the date/time due and will continue losing one letter grade per day. After 1 week, assignments will not be accepted. Any assignment **NOT** handed in within one week of the class period day it was due will receive an F.

NOTE: Because essay 4 is submitted near the end of the semester, the policy above does not apply to essay 4.

**CLASS
PROCEDURES:**

This course combines lecture, individual and group activities, in-class writing sessions, and online exercises/assignments through Moodle.

Essays will be submitted and graded electronically using Moodle. Therefore, we will discuss proper electronic/online submission procedures and guidelines.

Errors and strong points will be marked on the final copy. However, all errors will not be corrected or noted. For some errors marked, a corresponding note will be made in the margin. Questions will be asked for the purpose of leading to a discovery of what is wrong as well as directing to sections in the handbook, which will help the student in the future. (A grading rubric attached at end of syllabus.)

All efforts are made to return work to students within a reasonable amount of time.

If an unforeseeable event keeps a student from attending class and an assignment is due (not an essay/project rough draft or essay/project final submission), the student may email the assignment to the instructor before the class begins to show the assignment has been completed on time; although, the assignment will not be graded until the instructor receives a hard copy of the assignment. Emailed assignments that come in after the start of class will incur an automatic 10% penalty (one letter grade reduction).

ATTENDANCE POLICY:

Students are expected to attend all classes. In-class activities missed due to unexcused absences or excused absences and lack of arrangements with instructor cannot be made up. At the beginning of the semester, you will have **100 participation points**. Points will be deducted for a week's worth of absences: **20 points will be deducted for 2 absences (T,TH class), 3 absences (MWF class), and 1 absence (night class) from the beginning total**. These are not bonus points; they are not extra credit points. **If a class is missed, it is your responsibility to get the assignment from another student, not from me. I have already given out the assignment and any information necessary for successful completion of the assignment.**

Attendance is not taken orally. Instead, students will sign in each day. The attendance sheet will circulate when the class convenes and will be allowed to circulate until ten (10) minutes after class begins. If a student is not grossly late, the student will be allowed to sign in at the end of class. If a student is grossly late (more than ten minutes usually), the student is already absent. **A STUDENT'S SIGNATURE IS THE ONLY PROOF OF BEING IN CLASS THAT DAY. NEVER FORGET TO SIGN THE ATTENDANCE SHEET.**

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. Habitual tardy violators will be asked to drop the class due to disruptiveness. Also, the classroom door will not be opened for tardy students.

The institution's attendance policy reads as follows:

“It is the responsibility of the student 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 student completes all necessary assignments as designated by the instructors, and the activity sponsor notifies the instructors prior to the day(s) the student will be absent. Excused absences are to include academic competition, judging team competition, music events, official athletic events, field trips, convocations, and other College-sponsored events as approved by the Vice President for Learning. A student may be withdrawn from any class for excessive absences.”

If you are a high school student, any school sponsored activity in which you participate is an excused absence from this class when documentation is provided. **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.

Students are allowed 6 unexcused absences for T,Th class, 9 for MWF, and 3 for night/once a week class. Upon the next absence, the student will be required to withdraw from the class or receive an “F” grade if attendance policy violation occurs after college’s official last drop day.

**CELL PHONE
AND HEAD PHONE
POLICY:**

Personal technology devices, such as cell phones and entertainment listening devices, are strictly prohibited in this class. If you are seen using these without permission, the policy violation will be deemed a disruption to class and will result in the student’s withdrawal from course.

**STUDENT
PLAGIARISM:**

To copy a few words, to copy parts of another person's paper, or to in any other way rely on the work of another student or author without giving **proper credit** to the sources is to plagiarize material. This is a serious offense. A student guilty of plagiarism may receive a zero for the assignment and an “F” in the course.

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.

READ PAGES 358-61 (for quick reference) IN HACKER TEXT.
REMEMBER: PLAGIARISM IS A SERIOUS OFFENSE.

**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 the registrar's office, the academic advisement center 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.**

The I (Incomplete) will be given only under special conditions upon consultation with the instructor who will consult the Vice President for Learning before giving any student an I. Any remaining work on the course must be completed within a specified time; usually the work 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.

REMEMBER:

The instructor believes students submit their essays and assignments in good faith as representative of their best effort and ability; therefore, students must accept the consequences of their work—good or bad.

I have office hours. I try to honor them. I do spend part of my office time attending meetings, copying material for class, doing research, and consulting with other instructors, but I try to be in my office as much as possible when I am supposed to be. My office time is your time. I encourage you to come visit me there if you are having trouble with an assignment. If you are going to need a block of time, please make an appointment so I can give you the time you need.

You know where to find my office. You have my on-campus extension number. I would not give you this information if I did not want you to make good use of it.

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.

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 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.

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

Grading Rubric

strong

weak

thesis

development

paragraphs

sentences

word choice

punctuation

MLA

Comment/grade: