

Coffeyville Community College

ENGL-103

COURSE SYLLABUS

FOR

ENGLISH COMPOSITION I HONORS

Bethanie Frank

Instructor

COURSE NUMBER: ENGL-103 **COURSE TITLE:** English Composition I: Honors
CREDIT HOURS: 3
INSTRUCTOR: Bethanie Frank
OFFICE LOCATION: Arts and Sciences Building Room #166
OFFICE HOURS: See schedule posted on office door
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PREREQUISITE(S): Students must have been selected to participate in the CCC Honors Program or have permission of the instructor.

REQUIRED TEXT AND MATERIALS:

Trimmer, Joseph F., *Writing with a Purpose*. 13th ed. Houghton Mifflin Company. Boston. 2001.
Bradbury, Ray. *Fahrenheit 451*. Random House Publishing Group. New York, 1991.
Hemingway, Ernest. *A Farewell to Arms*. Simon and Schuster, Inc. New York. 1995
Franklin, Benjamin. *The Autobiography of Benjamin Franklin*. Dover Publications, Inc. New York 1996.
Shakespeare, William. *A Midsummer Night's Dream*. New American Library. New York. 1998
Journal
Floppy Disk
Folder

COURSE DESCRIPTION:

This course provides outstanding students with challenging writing assignments to assist them in mastering the expository and argumentative modes of composition. Critical thinking skills are emphasized.

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:**

8/16-30	Narrative Paper
9/1-3	<i>A Farewell to Arms</i> due and <i>A Farewell to Arms</i> paper due
9/8-15	Description Paper
9/17-29	<i>Fahrenheit 451</i> due and <i>Fahrenheit 451</i> paper due
10/1-20	<i>The Autobiography of Benjamin Franklin</i> due and <i>The Autobiography of Benjamin Franklin</i> paper due
10/20-11/3	Description paper due
11/8-12	<i>A Midsummer Night's Dream</i> due and <i>A Midsummer Night's Dream</i> paper due
11/15-12/1	Literary Analysis paper due
12/3-6	Review for final

**PREREQUISITE
SKILLS:**

Students will demonstrate college-level skills in mechanics and proofreading by keeping all errors to a minimum. I believe that producing essays that have been both revised and edited well is an important objective since even the best essay loses credibility when it includes too many content and mechanical errors. To help you realize the importance of becoming a good editor, I have adopted the following class procedures.

Each major assignment will have detailed instructions which I will explain in class. Each theme will have specific criteria which must be met. You will need to be in class when we go over the

instructions. You will need to take notes over some criteria which will **not** be in the textbook.

ATTENDANCE POLICY:

Students are expected to attend all classes.

You will also receive a class attendance grade. At the beginning of the semester, you will each have **100 attendance points**. Each time you miss class for an unexcused absence, you will be subtracting **10 points from your beginning total**. These are not bonus points; they are not extra credit points.

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 reads as follows:

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 are 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 to be excused.
3. Excused absences are to include academic competition, music events, official athletic events, field trips, convocations, and other college sponsored events as approved by the Vice President for Learning.
4. Doctor's appointments, court dates, car problems, oversleeping, and sick days (unless accompanied with a signed doctor's note) are among those absences considered unexcused.

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, E, 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 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.

The major assignments will be evaluated by rather specific criteria listed in this syllabus. Familiarize yourselves with these criteria, so you will understand the basis of your grades. The assignments will also be evaluated by the number of major writing errors found. 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 errors
 - A. Subject-verb
 - B. Pronoun-antecedent
10. Verb tense
11. Faulty modification
 - A. Dangling modifiers
 - B. Misplaced modifiers
12. Spelling
13. Major comma errors
 - 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

**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. You will write enough in class for me to determine whether or not you are doing your own writing outside of class.

Quizzes, work sheets, and in-class work over assigned 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.**

The final grade for the course will be based upon the percentage of points earned: 100-92% = A, 91-83% = B, 82-74% = C, 73-65% = D (nontransferable), 64-0% = FAILURE.

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 during the class period day following when it was due will receive an F.

CLASS PROCEDURES: You will be required to hand in certain items with each assignment. If you do not submit all the required items, your grade for the assignment will be lowered one letter grade.

Some of your assignments will receive more than one grade; the total points possible may be divided up among the outline, rough draft, and final copy.

Rough drafts will have due dates. They will be read and evaluated by the instructor and/or several classmates.

You are to hand in your major writing assignments inside a folder.

You are to leave your work flat and unfolded.

HOW WILL THE THEMES BE MARKED?

You will receive a correction symbol guide. You should become familiar with it. You should consult it when you receive papers back, especially when you are doing revisions.

I will mark errors on your work and compliment you on your strong points. I will not correct the errors. I will write what kind of error was made. I will ask questions which I hope will lead you to a discovery of what is wrong. I may direct you to sections in the textbook which will help you. I want you to be actively involved in the revisions; only this way will you learn from your mistakes.

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.

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.

REMEMBER: PLAGIARISM IS A SERIOUS OFFENSE.

**FINAL
EXAMINATION
INFORMATION:**

All English Composition I students must take the final.

THE VICE PRESIDENT 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.

I will administer to you your final in our classroom during the designated time on the finals schedule; this is a period of 1 hour and 40 minutes. All other English Composition I instructors will administer the final to their students.

You will be required to write a five paragraph comparison/contrast theme to be completed within the hour and forty minutes finals period.

I will prepare four comparison/contrast topics. I will not give the topics to you in advance.

If you take the final and earn an overall class grade of "D" or "F", you must retake English Composition I: Honors and earn a "C" or better before you may enroll in English Composition II: Honors. Bring with you to the final pencils, blue or black pens, paper, your text, a dictionary, a thesaurus, and whiteout. You **may** also bring a spelling dictionary and/or a spell checker.

I will grade only the final copy of your essay.

The essay should be reasonably free of the following major writing errors: subject/verb agreement errors, confusion of tenses, fragments, comma splices, run-ons, point of view error, commas between subject & verb, and spelling errors.

You may not choose your topic; you must write on one of the topics I give you; do not change the one you choose.

**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.**

REMEMBER:

I believe students submit their themes 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.

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)
4. Manipulate a variety of short stories into essay form. (Application)

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)
3. Identify the definitions of new vocabulary words. (Knowledge)
4. Use new vocabulary words in various papers. (Application)

DEMONSTRATE THE ABILITY TO READ WITH COMPREHENSION.

1. Analyze the key 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)
4. Outline a writing to form a critical analysis. (Knowledge)