Coffeyville Community College

ENGL-101

COURSE SYLLABUS

FOR

ENGLISH COMPOSITION I

Kansas Regents Shared Number Course Syllabus Statement

Reapproved by the Kansas Council of Instructional Administrators, September 26, 2013

KRSN Course **ENG1010**

The learning outcomes and competencies detailed in this course outline or syllabus meet or exceed the learning outcomes and competencies specified by the Kansas Core outcomes Groups project for this course as approved by the Kansas Board of Regents.

FALL 2017

Johnie Greenfield
Instructor

COURSE NUMBER: ENGL-101 **COURSE TITLE:** English Composition I

CREDIT HOURS: 3

INSTRUCTOR: Johnie Greenfield

OFFICE LOCATION: 216 Arts and Sciences Building

OFFICE PHONE: (620) 251-7700 ext. 2039

OFFICE HOURS: Students will receive a copy of my class schedule and office hours; also, a copy will be posted on my office door.

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:

Grade-graphic folder
Dictionary and Thesaurus
White, wide-lined paper without fringe
Pens with blue or black ink and pencils
Something to keep handouts in
Something to take notes in
WHITE-OUT

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

In each theme, the student will be able to

1. Employ conventions of format, structure, voice, tone, and level of formality to produce writing for specific purposes and audiences as required by various writing situations
2. Practice ethical means of creating their work while integrating their own ideas with those of others..
3. Demonstrate an ability to fulfill standards of syntax, grammar, punctuation, and spelling for various rhetorical contexts.
4. Apply flexible strategies for prewriting, developing, drafting, revising, editing, and proofreading..
5. Critique their own and others' work.

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. Understand the types of sentence structure errors and realize how to correct each kind. (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. Understand the variety of possible sentence patterns and write examples of several. (knowledge and application)

ASSIGNMENT - WRITING AN EXAMPLE PAPER

11. Understand the importance of using examples to support general statements. (knowledge)
12. Develop two paragraphs, one containing a single extended example and another having a series of short illustrations. (synthesis)

13. Write in the third person. (comprehension)
14. Demonstrate unity and cohesive structure. (application)

ASSIGNMENT - WRITING A PERSONAL NARRATIVE

15. Become comfortable with the method of writing followed in the course. (knowledge)
16. 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)
17. Write in first person. (comprehension)
18. Outline the body of the essay. (analysis)
19. Write in chronological order. (comprehension)
20. Support each main point with specific detail. (evaluation)
21. Use sensory detail. (application)
22. Write in past tense. (knowledge)

ASSIGNMENT - WRITING A DESCRIPTIVE PAPER

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

ASSIGNMENT - WRITING A PROCESS PAPER

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

ASSIGNMENT - WRITING A COMPARISON/CONTRAST PAPER

33. Clarify the likenesses and differences between two (or more) ideas, actions, things, etc. (evaluation)
34. Organize the essay by using a point-by-point or a parallel method of outlining. (synthesis)
35. Deduce conclusions from facts presented. (analysis)
36. Select appropriate quotations to include in the essay. (analysis)
37. Write in third person. (knowledge)
38. Use an internal footnote in the introduction if the comparison/contrast is done over material from a published essay. (application)
39. Understand the use in quotations of ellipses marks and brackets. (knowledge)

ASSIGNMENT - WRITING A FORMAL ARGUMENT

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

ASSIGNMENT - WRITING A CRITICAL ANALYSIS ESSAY

53. Read and understand the content of a selected piece of material (comprehension)
54. Identify the main ideas from the selection. (analysis)
55. Organize those ideas into a formal writing plan. (application)
56. Write first draft of analysis. (application)
57. Write in third person. (knowledge)
58. Revise, edit, and proofread first draft. (evaluation)
59. Prepare final copy. (application)

ASSIGNMENT - WRITING A LITERARY ANALYSIS

60. Write in present tense. (knowledge)
61 Write in third person. (knowledge)
62. Analyze one aspect of a piece of literature thoroughly, using specific evidence in the form of paraphrases and quotes from the work analyzed.
63. 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.

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 Dean of Academic Services 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.

FINAL EXAMINATION:

All English Composition I students must take the final. Any student who does not take the final will receive a failing grade in the class.

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.

Students will not be allowed to take the final early. The times of the finals are listed in the schedule of classes. Students will also be informed periodically when the final will be.

You will be required to write a five paragraph critical analysis composition during the one hour and forty minute time limit.

I will mark your final essays and assign them a numerical score. The final essay grade will be averaged in with the points earned during the semester to determine the class grade.

If I tell you that you have earned an "F" in your class work, you do not take the final. You will have to retake English Composition I.

If you take the final and earn an overall class grade of "D" or "F", you must retake English Composition I and earn a "C" or better before you may enroll in English Composition II.

I will grade only the final copy of your essay.
These are the requirements the English Composition I teachers have agreed that a passing final essay must meet.

The essay must have at least five paragraphs.

Each paragraph must have at least five sentences.

The essay must be written in third person.

The essay paragraphs must have topic sentences.

The topic chosen must be written in the mode designated on the sheet of instructions.

The last sentence in the introduction should be the thesis statement.

The essay must have a clearly stated thesis statement which reflects the mode in which the essay is written. For instance, if you choose to write an argument, the thesis statement must have a should/should not or must/must not in it.

The essay should have a well written, interesting, and appropriate introduction and conclusion.

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 and 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.

How do English Composition I students do well on 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.

I REMEMPHASIZE: THE ACADEMIC DEAN 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.

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 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 and work sheets over assigned reading material will be assigned point values according to the points earned.

In-class assignments and quizzes missed because of an absence may not be made up without my approval. In-class assignments missed due to an approved 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: 100-90% = A, 89-80% = B, 79-70% = C, 69-60% = D (nontransferable), 59-0% = FAILURE.

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 has detailed instructions in the textbook. I will go over the instructions with the class. The class period before I plan to explain a theme, I will make an appropriate reading assignment from the textbook. Each theme will have specific criteria which must be met. You will need to be in class when we go over the textbook instructions. You will need to take notes over some criteria which will **not** be in the textbook. **If you skip class, an unexcused absence, do not come to my office for instructions you have missed. Under these circumstances, I will not allow to you take up my office time.**

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 specific point value will have a definite due date.

That paper must be submitted that day to receive full credit. Any student who does not submit a paper on the due date will have until the end of the next class period day to submit the paper, but this late paper will receive a penalty equal to 10% of the point value of the paper. This policy may be mitigated at the discretion of the instructor.

CLASS PROCEDURES:

I try to return work to students within a week of the due date.

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.

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 YOUR GRADE GRAPHIC FOLDER.

YOU ARE TO LEAVE YOUR WORK FLAT AND UNFOLDED.

HOW WILL THE THEMES BE MARKED?:

I highly recommend the students write three drafts of a major composition. The rough draft is written to be revised by the student before I see it. I also recommend you allow others to read your draft and assist in the revision. When I receive the first version of an essay, I will grade it in the same manner as if it were submitted as the final version. This version will receive the same number of points as the final version so it must be your best effort. I will mark all errors, but I will seldom correct them. I will sometimes ask questions which I hope will lead you to a discovery of what could be improved. I will try to return your first version drafts by the following class period that they were submitted. I will expect you to consider any marks I make on your paper very carefully and make appropriate changes. I also want you to once again peruse the composition to try to discover any improvements you can make in word choice, phrasing, or organization. I mark many essays so sometimes I overlook a technical or grammar error

in the first version. The responsibility for any mistakes lie with the writer. If I do not notice an error in the first version and it is not discovered by the writer before the final version is submitted, then the writer will still be penalized for the mistake if I discover it when I mark the final version. I want you to be actively involved in the revision; only in this way will you learn to improve your efforts.

Record in your grade graphic folders the points and letter grades earned on all class work; I never want your grade in this class to be a mystery. If you keep a list of the major writing errors you make, this list may improve your revision, editing, and proofreading skills.

ATTENDANCE POLICY:

Students are expected to attend all classes. My philosophy is that there is much to be learned each day in the classroom as well as specific directions on assignments that will be given. It is imperative that the students attend class. Therefore, figured in the total class points will be an attendance/class participation grade worth 100 points. No excused or unexcused absences exist in this course. Students who are absent from the college on an approved college activity will not be counted absent. Students are given two absences to be used for emergencies. Use these very wisely. Each additional absence will result in the reduction of the attendance grade. Two (2) tardies will be considered the equivalent of one absence. The following is a table of the amount of attendance points students will receive at the end of the semester according to the number of absences: 3 = 85, 4 = 65, 5 = 35, 6 = 0. I reserve the right at my sole discretion to adjust this policy in the case of extreme mitigating circumstances. I also reserve the right to give any student who misses class more than six (6) times no credit in the class.

Students are expected to be on time and to remain for the entire class period. Students arriving 15 minutes or later after the class has begun or having to leave 15 minutes or more before the end of the class period will be marked absent.

I realize that at times a student must leave the class because of an emergency and he or she may do so quietly and without distraction without my permission. This is no problem if the student promptly returns. Any student who leaves the class without returning before being dismissed or before the end of the class period will be given an absence. Any student who is asked to leave the class for misbehavior will also receive an absence.

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.

All written work is to be the student's original composition from the basic development of the idea to the final copy. If the assignment is such that it requires material from another source to help support the student's ideas, then that material must be given proper credit and the student must document its use in the essay. A student may seek assistance from another person to look over the student's original work to help him or her improve the essay. However, any student who solicits another person to write part or all of his or her composition or who borrows the ideas of another author without giving proper credit will receive no credit for the assignment and may face other disciplinary action. One consequence other than receiving a zero for the assignment may be dismissal from the class with no credit for the course. I reserve the right at my sole discretion to adjust this policy in the case of extreme mitigating circumstances.

READ PAGES ON PLAGIARISM IN YOUR Textbook.
REMEMBER: PLAGIARISM IS A SERIOUS OFFENSE.

TECHNOLOGY POLICY Personal technology devices such as cell phones and entertainment listening devices are strictly prohibited from being used in my classes. If a student is seen using these without permission, he or she will be subject to an unexcused absence with or without notification

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 registrar's office, the advising/recruiting 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**.

ADA COMPLIANCE: If any student feels that he/she has a disability and needs special accommodations of any nature, the instructor will work with you and the college to provide reasonable accommodations to ensure that you have a fair opportunity to perform in this class. Please advise the instructor of the disability and the desired

accommodations.

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.

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.

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)

Student Success and Accommodation Statement

The **Student Success Center (SSC)** provides free academic support services to all Coffeyville Community College students. SSC is designed to promote and support academic growth and success for all three CCC campuses. The center is committed to offering a wide range of academic services, including one-on-one assistance from a student tutor. Students who are in need of academic accommodations may contact the Director of Academic Advisement & StudentSuccess Center, Kim Lay - Located in the Student Success Center in Graham Library - (620) 252-7135 - Weekday hours are typically 8 a.m. to 5 p.m.

Student Success Center Hours ***During the Academic Fall and Spring Semesters*** are Monday through Thursday from 8 a.m. till 10 p.m. and Friday 8 a.m. till 5 p.m.

LAST DAY TO

WITHDRAW: **1st 8 week courses: September 28th**

Full semester courses: November 3rd

2nd 8 week courses: November 21st

FALL 2017 FINAL SCHEDULE

REGULAR CLASS TIME	FINAL EXAM DATE & TIME
8:00 AM MWF	8:00 – 9:40 Wednesday, 12/6
9:00 AM MWF	10:00 – 11:40 Thursday, 12/7
10:00 AM MWF	10:00 – 11:40 Friday, 12/8
11:00 AM MWF	12:00 – 1:40 Wednesday, 12/6
12:00 PM MWF	12:00 – 1:40 Thursday, 12/7
1:00 PM MWF	2:00 – 3:40 Friday, 12/8
2:00 PM MWF	2:00 – 3:40 Wednesday, 12/6
3:00 PM MWF	4:00 – 5:40 Thursday, 12/7
7:30 AM TR	8:00 – 9:40 Thursday, 12/7
9:00 AM TR	8:00 – 9:40 Friday, 12/8
10:30 AM TR	10:00 – 11:40 Wednesday, 12/6
12:00 PM TR	2:00 – 3:40 Thursday, 12/7
1:30 PM TR	12:00 – 1:40 Friday, 12/8
3:00 PM TR	4:00 – 5:40 Wednesday, 12/6

FINALS FOR EVENING CLASSES AND ONE CREDIT HOUR COURSES ARE ON THE LAST SCHEDULED DAY OF CLASS.
ALL OTHER CLASSES WILL SCHEDULE FINAL EXAMS BY ARRANGEMENT