

**Coffeyville Community College**

**ENGL-101**  
**COURSE SYLLABUS**  
**FOR**  
**ENGLISH COMPOSITION I**

**Waneta Davis**  
**Instructor**

**COURSE NUMBER:** ENGL-101 **COURSE TITLE:** English Composition I  
**CREDIT HOURS:** 3  
**INSTRUCTOR:** Waneta Davis  
**OFFICE LOCATION:** Arts & Sciences, 217  
**OFFICE HOURS:** Students will receive a copy of my class schedule and office hours; also, a copy will be posted on my office door.  
**PHONE:** 620-251-7700 ext. 2025  
**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:** Schwarts, Linda Smook. *The Wadsworth Guide to MLA Documentation*, 2<sup>nd</sup> ed. New York:Thomson Wadsworth, 2004.  
Grade-graphic folder  
White, wide-lined paper without fringe  
Pens with blue or black ink and pencils

**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. 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:**

<b>ASSIGNMENT - PREPARING TO WRITE</b>
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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)

<b>ASSIGNMENT - WRITING A PERSONAL NARRATIVE</b>
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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)

<b>ASSIGNMENT - WRITING A DESCRIPTIVE PAPER</b>
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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
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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
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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
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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

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 RESUMÉ

61. Prepare a resumé, summarizing your 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 resumé 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 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, E, 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.

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.

**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.

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.

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.

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 write the final copy of their essay.

**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.

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 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 (day classes) or 30 (evening classes) points from your beginning total**. These are not bonus points; they are not extra credit points. **TWO UNEXCUSED TARDIES WILL = ONE UNEXCUSED ABSENCE**. At the end of the semester, I will total your attendance points earned and enter a grade in my grade book for your attendance using the same grade scale percentage that I do for your major assignments. This grade definitely rewards those who have attended class regularly. It definitely influences positively your grade for the course. Most of us goof sometime during the semester on a major assignment; this is the buffer which will erase that goof.

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 handbook. 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 handbook. Each theme 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.

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 within one week of the class period day it was due will receive an F.

**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 one letter grade.

**YOU ARE TO HAND IN YOUR MAJOR WRITING  
ASSIGNMENTS INSIDE YOUR GRADE GRAPHIC FOLDER.**

**YOU ARE TO LEAVE YOUR WORK FLAT AND UNFOLDED.**

I will mark errors on the final copy and compliment you on your strong points. I will not correct the errors. I will write what kind of error was made in the margin. 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 handbook which will help you in the future.

**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 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 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 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 the by Vice President for Learning."

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. .

**CELL PHONE  
AND HEAD PHONE  
POLICY:**

No cell phone or head phone usage allowed in my class. First offense will result in dismissal from class; second offense result in dismissal from course.

**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. Second offense will earn an F for 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 pre-

vents 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 523,524 IN YOUR 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 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.

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 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)