

Coffeyville Community College

ENGL-101
COURSE SYLLABUS
FOR
ENGLISH COMPOSITION I

Bethanie Frank
Instructor
(Online)

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

CREDIT HOURS: 3

INSTRUCTOR: Bethanie Frank

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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*. Sixth edition. 2009. Bedford/St. Martin's. Boston, MA

Ruszkiewicz, John, Daniel Anderson, Christy Friend.
Beyond Words: Cultural Texts for Reading and Writing. Second edition. 2009. Pearson. New York

**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:**

Please review the calendar on the homepage.

**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 which I will explain. Each theme will have specific criteria which must be met.

**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.

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 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

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

**25% COMPLETION
POLICY:**

By September 27, 2010, you must have the following assignments turned in by their due dates. Should you not have these assignments turned in by their due dates, you can and will be dropped from the class.

Personal Narrative
Self Portrait
Introduction Forum
MLA Practice Part I
MLA Practice Part II
Television
MySpace
Postcards Forum
Compare and Contrast Paper Rough Draft
Cadillac Ranch

DUE DATES:

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

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 part 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.

You will receive an F for any assignment found to be plagiarized. You will also be denied access to the class until you speak to me about your offense.

REMEMBER: PLAGIARISM IS A SERIOUS OFFENSE.

**FINAL
EXAMINATION:**

All English Composition I students must take the final.

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 and earn a “C” or better before you may enroll in English Composition II.

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.

**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.

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.

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 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)