

CENTRAL TEXAS COLLEGE

SYLLABUS FOR ENGL 1301

COMPOSITION I

Semester Credit: 3

INSTRUCTOR:

OFFICE HOURS:

I. INTRODUCTION

ENGL 1301 is the first semester of Freshman English and is designed to meet the first semester English requirement for students transferring to a senior college or for students desiring the general education of the first two years of college. The course aims primarily at helping students develop skills and techniques necessary for writing effective expository prose. Emphasis is placed on sentence structure, word choice, paragraph development, and organization of the whole essay. Analysis of selected expository prose serves as a vehicle for learning, communicating, and critical analysis. Prerequisite: Appropriate placement score or TSI exemption or completion of the appropriate level of Developmental Studies course.

II. LEARNING OUTCOMES

Upon successful completion of this course, Composition I, students will be able to do the following:

- A. Organize their thoughts into effective sentences and sentences into paragraphs which adequately expand a central thought.
- B. Individually and collaboratively read, reflect, and respond critically to a variety of texts.
- C. Organize paragraphs into logical, coherent compositions which effectively communicate to an intended audience.
- D. Develop ideas with appropriate support and attribution.
- E. Use Edited American English in academic essays.

III. INSTRUCTIONAL MATERIAL

This course uses Open Resource Material. All material is available for free online and other formats. Some of those resources will include relevant websites, documents, videos, and PowerPoint presentations. You must be able to access and view the required material. Supplemental materials, such as scantrons, may be required for this course.

IV. COURSE REQUIREMENTS

- A. Reading Assignments: The online reading material is to be carefully studied in preparation for class lecture and discussion.
- B. Essays: There are a minimum of four essays during the semester. One of the essays will be an argumentative/persuasive paper with at least two sources. These assignments may be supplemented by out-of-class exercises. An outline may accompany every essay submitted.
- C. Other Assignments: These assignments include, but are not limited to, essays, journals, discussion board participation, in class writing assignment, or blogs.
- D. Class Performance: Students are expected to attend all classes, bring supplies as required, and learn to take and keep good class notes. Students, whether present or absent, are responsible for all assignments.

Students enrolled in blended courses must attend all class meetings.

- E. Late Assignments: It is at the instructor's discretion on whether late assignments will be accepted.
- F. Class Participation: Students are to participate constructively in class discussion and attend class regularly and punctually.
- G. Grading Standards:

Major Errors (ME):

Each of the following errors carries a substantial penalty.

ME 1: Glaring error in case or reference

ME 2: Lack of subject-verb or pronoun-antecedent agreement

ME 3: Sentence fragment

ME 4: Comma splice

ME 5: Run-on sentence

ME 6: Misspelling of common words

ME 7: Misuse of semicolon

ME 8: Other glaring errors (for example, failure to capitalize a proper noun or use of a non-standard word such as "ain't" or "hissself")

Grading Standards Guide

	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE
CONTENT	A significant central idea clearly defined, and supported with concrete, substantial, and consistently relevant detail	Central idea apparent but trivial, or trite, or too general; supported with concrete detail, but detail that is occasionally repetitious, irrelevant, or sketchy	Central idea lacking, or confused, or unsupported with concrete and relevant detail
ORGANIZATION: Rhetorical and Logical Development	Theme planned so that it progresses by clearly ordered and necessary stages, and developed with originality and consistent attention to proportion and emphasis; paragraphs coherent, unified, and effectively developed; transitions between paragraphs explicit and effective	Plan and method of theme apparent but not consistently fulfilled; developed with only occasional disproportion or inappropriate emphasis; paragraphs unified, coherent, usually effective in their development; transitions between paragraphs clear but abrupt, mechanical, or monotonous	Plan and purpose of theme not apparent; undeveloped or developed with irrelevance, redundancy, or inconsistency; paragraphs incoherent, not unified, or undeveloped; transitions between paragraphs unclear or ineffective
ORGANIZATION: Sentence Structure	Sentences skillfully constructed (unified, coherent, forceful, effectively varied)	Sentences correctly constructed but lacking distinction	Sentences not unified, incoherent, fused, incomplete, monotonous, or informal
DICTION	Distinctive: fresh, precise, economical, and idiomatic	Appropriate: clear and idiomatic	Inappropriate: vague, unidiomatic, or substandard
GRAMMAR, PUNCTUATION, SPELLING	Clarity and effectiveness of expression promoted by consistent use of standard grammar, punctuation, and spelling	Clarity and effectiveness of expression weakened by occasional deviations from standard grammar, punctuation, and spelling	Communication obscured by frequent deviations from standard grammar, punctuation, and spelling
MAJOR ERRORS	Relatively free of major errors	Several major errors throughout the essay	Many major errors. As a result the sentences throughout the essay do not make sense
Modern Language Association Style (MLA)	Relatively free of MLA errors in formatting	Several major errors of MLA formatting	Many major errors in MLA formatting.

The grading standards above should be used as a guide. The guide ensures that you are aware of things that your instructor is looking for in your writing assignments, essays, and exams.

V. EXAMINATIONS

- A. You will have a minimum of two exams, one of them being the final, in this course. These exams may come in the form of an essay, short answer, and/or multiple-choice questions. These exams may be taken on paper in the classroom, or they may be taken within Blackboard (online courses will complete exams within Blackboard). It is at the discretion of the instructor.
- B. Unannounced quizzes covering assigned material may be given.
- C. For the final exam, an essay with a minimum of 500 words is required. There may also be an objective part. The objective part, if given, may count no more than 30% of the final exam grade. The final exam WILL include, at a minimum, an

essay. The final exam will be taken during final exam week, according to the CTC's published final exam schedule. Alternately, an instructor may assign the final exam to be taken during the final exam week on Blackboard. The final exam must still adhere to the two hour time limit, and must be created using the Blackboard assessment tool.

- D. Make-up examinations will be given only in the event of an excusable absence. The instructor will determine the time of the make-up on an individual basis.

VI. SEMESTER GRADE COMPUTATIONS

- A. The possible grades for the course are A, B, C, D, or F.
- B. The semester grade will be computed on the following basis. The total grade will be 100% and distributed based on the percentages below:

Formal Essays	40%-50% of semester grade
Other Written Assignments	10%-20% of semester grade
Grammar Exams	20%-30% of semester grade
Final Examination	10%-20% of semester grade
Research Paper	15%-25 % of semester grade

VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM COURSE INSTRUCTOR

- A. Withdrawal from Course: It is the student's responsibility to officially drop a class if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file an Application for Withdrawal or an Application for Refund. The withdrawal form must be signed by the student.

Application for Withdrawal will be accepted at any time prior to Friday of the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is as follows:

10-week session	Friday of the 8th week
8-week session	Friday of the 6th week
5-week session	Friday of the 4th week

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

Students who officially withdraw will be awarded the grade of "W", provided the student's attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the college before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of "F" or "FN" for nonattendance.

- B. An Incomplete Grade: The College catalog states, "An incomplete grade may be given in those cases where the student has completed the majority of the course work but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course..." Prior approval from the instructor is required before the grade of "IP" is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an "F" for the course.
- C. Cellular Phones and Electronic Devices: Cellular phones and other Electronic Devices may be required while in the classroom in order to view course materials, participate in group work, and to take notes for class. Outside of these cases, use of cellular phones and other electronic devices are prohibited.
- D. Disability Support Services provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

VIII. COURSE OUTLINE

A. Unit One

1. Learning Objectives: Upon successful completion of this unit, the student will be able to:
 - a. Recognize the most common grammatical and spelling errors in writing.
 - b. Apply the basic rules of grammar, mechanics, and punctuations.
 - c. Recognize examples of plagiarism.

2. Learning Activities:
 - a. Participate in classroom lecture/discussion (**C5, C7, F5, F6, F7, F8, F11, F12**).
 - b. Complete required reading assignments (**C5, F1, F2, F11**).
 - c. Complete various exercises (**F8, F11, F12**). The exercises are based on:
 - (1) Sentence fragment
 - (2) Comma splice and fused sentence
 - (3) Case and reference
 - (4) Agreement
 - (5) The semicolon
 - (6) Spelling

3. Unit Exam (**C7, F8, F9, F12**)

B. Unit Two

1. Learning Objectives: Upon successful completion of this unit, the student will be able to:
 - a. Organize thoughts into effective sentences.
 - b. General sentences into logical paragraphs.
 - c. Combine paragraphs into well-written essays.

2. Learning Activities:

- a. Participate in classroom lecture/discussion (**C5, C7, F5, F6, F7, F8, F11, F12**).
- b. Complete required reading assignments (**C5, F1, F2, F11**).
- c. Complete various exercises (**F8, F11, F12**). Effective Sentences assignments based on:
 - (1) Exactness
 - (2) Wordiness
 - (3) Appropriateness
 - (4) Effective Sentences
 - (5) Sentence unity
 - (6) Subordination and coordination
 - (7) Misplaced parts, dangling modifiers
 - (8) Parallelism
 - (9) Shifts
 - (10) Emphasis
 - (11) Variety

3. Unit Exam

C. Unit Three

1. Learning Objectives: Upon successful completion of this unit, the student will be able to:
 - a. Define purpose and audience in writing an essay.
 - b. Demonstrate skills in choosing and limiting a subject, outlining, writing thesis statements and introductory/concluding paragraphs.
2. Learning Activities:
 - a. Participate in classroom lecture/discussion (**C5, C7, F5, F6, F7, F8, F11, F12**).
 - b. Complete required reading assignments (**C5, F1, F2, F11**).

3. Define purpose and audience by writing a **minimum** of four separate essays assigned by your instructor. The essays will be based on the methods of development below. The last essay for the course will be an argumentative/persuasive essay as detailed in Unit 4.

- (1) Description
- (2) Narration
- (3) Exemplification
- (4) Comparison and Contrast
- (5) Division and Classification
- (6) Definition
- (7) Cause and Effect Analysis
- (8) Process Analysis

D. Unit Four

1. Learning Objectives: Upon successful completion of this unit, the student will be able to:
 - a. Apply MLA formatting, including parenthetical documentation and a works cited page, to an argumentation essay.
 - b. Order resources that support your thesis.
 - c. Produce an argumentation essay utilizing logic, evidence, and emotional appeal to persuade your reader to your viewpoint.
2. Learning Activities:
 - a. Participate in classroom lecture/discussion (**C5, C7, F5, F6, F7, F8, F11, F12**).
 - b. Complete required reading assignments (**C5, F1, F2, F11**).
3. Create an argumentative/persuasive essay with 750-1000.

ADDITIONAL NOTE: The units may NOT be covered in this exact order. Some units may run concurrently with other units.

FINAL EXAMINATION: Upon completion of all units students must complete a final examination. An essay with a minimum of 500 words is required; objective portion is optional. The objective part, if given, may count no more than 30% of the final exam grade.