



**Semester: Fall 2017**

This syllabus is a plan, not a contract. Changes may occur during the term as the instructor deems necessary.

### **I. Online Course Information:**

- **Course Title: Composition I**
- **Course Number: ENG1003**
- **KRSN Number: ENG1010**
- **Prerequisites: Prerequisites:** Accuplacer writing score of 81 or above, Accuplacer reading score of 75 or above /17 or above on ACT or high school English GPA of 3.0 or higher
- **Credit Hours: 3**
- **Required Textbook and Supplies:** Jack, Jordynn and Katie Rose Guest Pryal. *How Writing Works: A Guide to Composing Genres*, Faigley, Oxford UP. Lester. *Little Penguin Handbook*, 3<sup>rd</sup> ed. Longman.
- **Recommended Texts and Supplies: folder, pens, etc.**
- **Course Description:** This course further advances students' reading, writing, and critical thinking skills. Students will learn to develop, organize, and edit their writing. In addition to studying rhetorical strategies used by authors, they will complete academic and functional writing assignments that may require them to describe, narrate, analyze, define, and explicate.  
**Prerequisite:** Accuplacer writing score of 81 or above, Accuplacer reading score of 75 or above /17 or above on ACT or high school English GPA of 3.0 or higher.

### **VI. Learning Outcomes: Upon completion of this course, students will be able to do the following:**

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. **\*\*Common Outcome\*\***
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 own and others' work.

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.

### **V. Grading Policy:**

Grades will be calculated based upon the following scale unless licensing or accreditation boards have a higher standard:

100 – 90%      A

89 – 80%	B
79 – 70%	C
69 – 60%	D
Below 60%	F

### **VII. Credit Description:**

A credit hour is defined as one hour of classroom instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester of credit. So for every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, problem solving, developing and completing projects, and other activities that enhance learning. Thus, for a three hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

**VIII. Common Learning Expectations:** All sections of English 1003 use the activities listed below to measure whether you learned a required learning outcome for this course:

- 1. Response essay over Foxy's essay, "The Way of a Cherokee". Pp 49-50 in *How Writing Works* text.**
- 2. Informative Genre Essay, multi-media option as described in Chapter 6 allowed.**
- 3. Review Essay, Chapter 9 in text.**
- 4. Profile or inquiry essay, instructor's choice**
- 5. Journal or other informal writings:** (Individual Instructors may choose a different format to meet the informal writing requirement.) Throughout the course students will be asked to keep a journal. In it students should include Prewriting exercises for each assignment, homework, and writing assigned in response to readings, lecture notes, reading quizzes, and personal writing will be recorded in these sections. The journal is a place to prepare for writing a finished paper. It should be treated as a place where students look for subjects to write about. The professor will also assign journal and homework assignments. Students should expect to work on compositions in and outside of class, to write a minimum of three (3) drafts and pre-writing for each assignment, and to participate fully in Peer Critiquing groups.