

Coffeyville Community College

ENGL-101
COURSE SYLLABUS
FOR
ENGLISH COMPOSITION I

Ryan Butcher
Instructor

COURSE NUMBER:	ENGL-101	COURSE TITLE:	English Composition I
CREDIT HOURS:	3		
INSTRUCTOR:	Mr. Ryan Butcher		
OFFICE LOCATION:	Arts & Sciences, 121		
OFFICE HOURS:	8:40 – 10:20 12:30 – 2:10 3:10 – 4:20		
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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:	Kennedy, X.J., Dorothy M. Kennedy, Marcia F. Muth. <i>The Bedford Guide for College Writers 8th edition.</i> 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:	<p>By the completion of the course, the student will be able to</p> <ol style="list-style-type: none"> 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. <p>In each theme, the student will be able to</p> <ol style="list-style-type: none"> 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.

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, 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

All Comp I students must take the final. Any student who does not take the final will receive a failing grade for the class.

The instructor will administer the final in class 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.

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.

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. Even more important is the inclusion of good CONTENT (details, supporting facts, examples, illustration, etc.) that gives your paper depth and complexity. Also important are using proper transitions (flow) and following proper MLA format.

DUE DATES:

Assignments are due at the beginning of the class period on the date indicated when the assignment is given and/or reflected on the class schedule. The student is responsible for all material assigned even if it is not discussed in class. Quizzes over assignments may be given without prior announcement. If you are absent, you are responsible for finding out the assignments that you missed and/or turning in due work.

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.**

**ATTENDANCE
POLICY:**

Consistent and punctual attendance is mandatory for successful completion of the course. With this in mind, no student is allowed to miss more than SIX class meetings. Upon the seventh absence, the student will be dropped from the course.

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 are 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.**

TECH POLICY:

NO CELLULAR PHONES. Students will be required to **TURN OFF AND PUT AWAY** any cell phones by the time class begins (putting it on "vibrate" is unacceptable). If a cell phone is so much as seen during a class period, its owner will be counted absent for the class. This includes other personal technology devices such as MP3 players.

PLAGIARISM:

Passing off the words of someone else as your own without giving them credit is a form of academic dishonesty known as **plagiarism**. It is a serious offense, and punishment will include at the LEAST a zero for the given assignment. Depending on the severity of the plagiarism, the student may receive an F for the entire class. To be safe, ALWAYS cite your sources.

**WITHDRAWING
FROM A CLASS:**

If you plan to stop attending class, be sure to officially withdraw through the registrar's office. If you do not, the instructor is required to issue an F for the course.

SYLLABUS CHANGES:

This document may be amended as the semester progresses in order to take into account the direction of the class. The instructor reserves the right to make changes as necessary and will inform the students if such a change takes place.

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. 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)

ASSIGNMENT - WRITING A PERSONAL NARRATIVE

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)

ASSIGNMENT - WRITING A DESCRIPTIVE PAPER

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

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

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

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
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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
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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)

COMPETENCIES:

RECOGNIZE AND USE SEVERAL MODES OF COMPOSITION.
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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.
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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.
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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.
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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.
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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)