



Course Syllabus

ENG 1020: Introduction to College Composition

Division of Arts and Sciences

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Class Days: Class Time:
Location: Classroom: Laboratory:
Credit Hours: 5 Contact Hours: 5 Lab Hours: Lecture Hours: 5

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Instructor: Office Location:
Phone: Email Address:
Office Hours:
Division Office/Location: A 202 Division Fax: 419/355-1248
Full-time Contact Person: Steve Mohr Phone(s): 419/559-2143

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Course Description:

English 1020 is an intensive introductory college writing course that is based on reading. Writing assignments will require accurate reading of professionally written essays. Because accurate reading is vital to understanding and critical thinking, students will learn to become active participants in the reading process. Through this process, students will also learn to achieve clear, thoughtful writing that is coherent, organized, and well developed. Moreover, the course, which emphasizes revision through peer review, instructor feedback and intervention, and portfolio assembly, will focus on critical analysis of ideas and writing as a process. Sentence level aspects of writing are addressed as well as specific common sentence constructions and style.

Purpose and Scope:

English 1020 emphasizes discussion, reflection, and revision. In addition, students read and annotate selections to improve comprehension, and experiment with and use various rewriting techniques.

Initially, students will learn to read critically and accurately. Their first writing assignment draws on these skills and applies them to writing a summary. Later in the quarter, students shift to summarizing and responding to readings. Next, they evaluate a reading selection. Finally, students write an essay that brings together related ideas from several readings into a synthesis essay. At the end of the quarter, students assemble their synthesis essay and revisions of the first three writing assignments into a portfolio that determines the final grade for the course.

All essays are written in class under the supervision of the instructor; however, some students may need to work on their assignments outside of class if they find that the laboratory component does not provide sufficient time to complete them. Nonetheless, students are required to compose the vast majority of their writings in-class. Each writing requires MLA (Modern Language Association) formatting, which includes page layout, in-text documentation, and a works cited page. Students are expected to have conferences with the instructor, participate in peer reviews, and revise drafts of their writings as required.

To emphasize the importance and benefits of revision, students assemble a portfolio of their informative synthesis essay and revised writings. The portfolio provides students with the opportunity to raise the grades of any of their first three writings by a maximum of one letter grade each. Through portfolio assembly, the possibility then exists for students to raise their final course grade above what an average of the initial grades and the synthesis essay grade would have been.

A minimum grade of “C” in English 1020 is required for registration in English 1060, College Composition II, and English 1900, Technical Writing for Business and Industry.

**Prerequisite(s):**

Compass test score of 60 – 69, or ACT of 16-20, or “S” in English 081; college level reading.

**Co-requisite(s):** N/A

**Entry Level Skills and Knowledge:**

See prerequisite(s).

**Required Texts, Supplies and Equipment:**

- Wilhoit, Stephen W. *A Brief Guide to Writings from Readings*, Third Edition
- Raimes, Ann. *Keys for Writers: A Brief Handbook*, Fourth Edition
- English 102 Course Packet (available at the bookstore)
- Two, Three and one half inch computer diskettes (one for backup)
- File folder for portfolio assembly, the contents of which must include prewritings, drafts, peer edit sheets, a final revision of each of the first three writing assignments, and the synthesis essay
- A college-level dictionary

**Grading:**

Please refer to the “Grading Criteria” in the Course Packet for descriptions of individual assignment grading criteria. The following point values are maximums possible for each assignment, and letter grades are derived from ten percent (10%) increments. In other words, an “A” would be 90 - 100% of any amount of points. For example, the “A” range for the Response Essay would be 60 - 54 as 10% of 60 is 6; the “B” range would be 53.5 - 48, and so on.

**Grading cont’d.**

Summary:	40 points
Response Essay:	60 points
Critique Essay:	80 points
Informative Synthesis Essay:	<u>120 points</u>
	300 points

The final grade is based on the sum of the portfolio revision scores of the first three writing assignments and the score of the informative synthesis essay. Final grade increments are ten percent of the sum. For example, the maximum amount of points possible for the quarter would be 300. The “A” range would be 300 - 270, as 10% of 300 is 30; the “B” range would be 270.5 - 240, and so on. The contribution of participation to the final grade is determined by the instructor, in accordance with College policy. Sentence level exercises may be graded as quizzes at the instructor’s discretion; point values will be determined by the instructor and added to the maximum available points for the semester.

A final grade of “C” or better is required for enrollment in English 1060 and English 1900. Students who complete the course requirements but who do not earn a “C” or better, will receive a Satisfactory (S) on their transcript and must enroll in English 105 for their next writing course.

Students who do not complete the course requirements and who do not withdraw from the class will receive an “F” in the course. See also “Course Withdrawing” in this syllabus.

### **Learning Outcomes:**

At the completion of the course, students will be able to demonstrate an understanding of and/or be able to

#### General Education

- Communicate effectively
- Evaluate arguments in a logical fashion

Technical: N/A

#### Course:

- Use writing as a mode of thinking.
- Read with increased accuracy.
- Respond to and summarize readings.
- Use prewriting, drafting, revising, and editing.
- Recognize thesis and its supporting ideas.
- Develop ideas using illustration, description, comparison and contrast, etc.
- Demonstrate grammatical competence.
- Evaluate the writings of others.
- Synthesize other writers’ ideas into one’s own thinking/writing.
- Use the computer proficiently in writing.

**Assessment of Student Learning:**

This course may include a project that is one of several that will be used by faculty to assess student academic performance in the program. A panel of English Department faculty will review all (projects or whatever assessment activity you are doing), then assess and summarize the academic performance of students at this point in the program. The results of this assessment will be shared among the department faculty, and will be used to identify needed changes or improvements in the course. These assessments will then be submitted to the Student Academic Assessment Committee as part of the college's overall student academic assessment effort.

**Assessment Project and Measurement in course (if any):** Portfolio submission

**Plan of Work:**

This schedule is for student and instructor planning. Adjustments may be made as the quarter progresses. All readings to be determined by the instructor.

**1. Week 1** Introduction to Course

## 1.1 Assignments

1.1.1 N/A.

## 1.2 Lecture

1.2.1 Introduce the course.

1.2.2 Produce a writing sample.

## 1.3 Laboratory

1.3.1 Return results of writing sample.

**2. Week 2** Chapter 1 "Critical Reading"

## 2.1 Assignments

2.1.1 Read Chapter 1, "Critical Reading," pages 1 - 28 in *Writing from Readings (Writing)*.2.1.2 Read pages 3-16, 42-44, and 303-311, in *Keys for Writers (Keys)*.

2.1.3 Read pages 10-12 in Course Packet.

## 2.2 Lecture

- 2.2.1 Begin writing process and prewriting techniques discussion.
- 2.2.2 Review Chapter One, “Critical Reading,” pages 1-28 in *Writing*.
- 2.2.2 Assign reading selection for writing assignment #1, Summary.

### 2.3 Laboratory

- 2.3.1 Practice MLA format and documentation. Annotate reading selection.
- 2.3.2 Address Common Sentence Problem: sentence fragments, pages 311-315 in *Keys*, and Course Packet exercises.
- 2.3.3 Annotate reading selection.
- 2.3.4 Begin work on writing assignment #1, Summary, employing MLA format.

## 3. **Week 3** Chapter 5 “Summary”

### 3.1 Assignments

- 3.1.1 Read Chapter 5, “Summary,” pages 69-82 in *Writing*.
- 3.1.2 Read pages 315-318 in *Keys*.

### 3.2 Lecture

- 3.2.1 Complete writing process discussion.
- 3.2.2 Discuss Chapter 5, “Summary,” pages 69-82 in *Writing*.
- 3.2.3 Discuss run-ons and comma-splices.

### 3.3 Laboratory

- 3.3.1 Begin draft of writing assignment #1, Summary.
- 3.3.2 Address Common Sentence Problem: Run-ons and Comma-splices, pages 315-318 in *Keys*, and course packet exercise.
- 3.3.3 Continue work on writing assignment #1, Summary, employing MLA format.

## 4. **Week 4** Chapter 4 “Paraphrase”

#### 4.1 Assignments

4.1.1 Read Chapter 4, “Paraphrase,” pages 57-67, in *Writing*.

4.1.2 Read pages 354-365 in *Keys*.

#### 4.2 Lecture

4.2.1 Discuss Chapter 4, “Paraphrases,” pages 57-67 in *Writing*.

4.2.2 Discuss Pronoun/Antecedent Agreement.

#### 4.3 Laboratory

4.3.1 Practice paraphrases from reading selection.

4.3.2 Address Common Sentence Problem: Pronouns, pages 354-365, in *Keys*, and course packet exercise.

**4.3.3 Complete and submit for grading, writing assignment #1, Summary, in MLA format.**

### 5. Week 5 Chapter 6 “Response Essays”

#### 5.1 Assignments

5.1.1 Read Chapters 6, “Response Essays,” pages 83-94 in *Writing*.

5.1.2 Read pages 318-326 in *Keys*.

#### 5.2 Lecture

5.2.1 Begin discussion of Chapter 6, “Response Essays,” pages 83-94 in *Writing*.

5.2.2 Discuss Sentence Snarls.

#### 5.3 Laboratory

5.3.1 Address Common Sentence Problem: Sentence Snarls, pages 318-326 in  
*Keys*.

5.3.2 Begin draft of writing assignment #2, Response Essay, employing MLA format.

6. **Week 6** Chapter 3 “Quotation”

6.1 Assignments

6.1.1 Read Chapter 3, “Quotation,” pages 39-55 in *Writing*.

6.1.2 Read pages 275-286 in *Keys*.

6.2 Lecture

6.2.1 Discuss Chapter 3, “Quotations,” pages 39-55, in *Writing*.

6.2.2 Begin discussion of “The Five C’s,” pages 275-286 in *Keys*.

6.3 Laboratory

6.3.1 Practice quotations from reading selection.

6.3.2 Continue work on writing assignment #2, Response essay, employing MLA  
format.

7. **Week 7** Chapter 10 “Documentation”

7.1 Assignments

7.1.1 Read Chapter 10, “Documentation” pages 199-201 and 211-215 in *Writing*.

7.1.2 Read pages 21-33 in *Keys*.

7.1.3 Read page 15 in Course Packet.

7.2 Lecture

7.2.1 Finish discussion of the Five C's."

7.2.2 Discuss Chapter 10, "Documentation," pages 199-201 and 211-215, in *Writing*.

7.2.2 Discuss "Developing Paragraphs and Essays," pages 21-33 in *Keys*.

7.2.3 Discuss effective introductions and conclusions.

### 7.3 Laboratory

4.3.1 **Complete and submit for grading, writing assignment #2, Response essay.**

## 8. **Week 8** Chapter 7 "Critique"

### 8.1 Assignments

8.1.1 Read Chapter 7, "Critique," pages 95-126 in *Writing*.

### 8.2 Lecture

8.2.1 Begin discussion of Chapter 7, "Critique," pages 95-126 in *Writing*.

### 8.3 Laboratory

8.3.1 Begin draft of writing assignment #3, Critique Essay.

## 9. **Week 9** Chapter 7 cont'd. "Critique"

### 9.1 Assignments

9.1.1 Re-read pages 95-126 in *Writing*.

### 9.2 Lecture

9.2.1 Finish discussion of Chapter 7, "Critique," pages 95-126 in *Writing*.

### 9.3 Laboratory

9.3.1 Continue work on writing assignment #3, Critique essay.

## 10. **Week 10** Chapter 9 "Plagiarism"

## 10.1 Assignments

10.1.1 Read Chapter 9, “Plagiarism,” pages 191-197, in *Writing*.

## 10.2 Lecture

10.2.1 Discuss Chapter 9, “Plagiarism,” pages 191-197 in *Writing*.

## 10.3 Laboratory

10.3.1 **Complete and submit for grading, writing assignment #3, Critique essay.**

## 11. **Week 11** Chapter 8 “Synthesis”

### 11.1 Assignments

11.1.1 Read Chapter 8, “Synthesis,” pages 127-138, 150-152 and 189-190 in  
*Writing*.

### 11.2 Lecture

11.2.1 Begin discussion of Chapter 8, “Synthesis,” pages 127-138, 150-152 and  
189-190 in *Writing*.

### 11.3 Laboratory

11.3.1 Begin draft of writing assignment #4, Informative Synthesis Essay.

## 12. **Week 12** Chapter 8 cont’d. “Synthesis”

### 12.1 Assignments

12.1.1 Re-read pages 127-138, 150-152 and 189-190 in *Writing*.

12.1.2 Re-read pages 33-44 in *Keys*.

### 12.2 Lecture

12.2.1 Finish discussion of Chapter 8, “Synthesis,” pages 127-138, 150-152 and 189-190 in *Writing*.

12.2.2 Review “Revising, Editing, and Formatting,” pages 33-44 in *Keys*.

12.2.3 Discuss Portfolio Assembly.

12.3 Laboratory

12.3.1 Continue work on writing assignment #4, Informative Synthesis Essay.

13. **Week 13** “Finding and Evaluating Sources”

13.1 Assignments

13.1.1 Read pages 85-115 in *Keys*.

13.2 Lecture

13.2.1 Discuss Sections 7a-g, “Finding Sources,” and 8a-d, “Evaluating Sources,” pages 85-115 in *Keys*.

13.3 Laboratory

13.3.1 **Complete writing assignment #4, Informative Synthesis essay.**

13.3.2 Access and complete Library research tutorial at

[www.terra.edu/support/library.asp](http://www.terra.edu/support/library.asp).

14. **Week 14** Revising and Editing

14.1 Assignments

14.1.1 Read “Revising and Editing,” pages 33-41 in *Keys*.

14.1.2 Read Revision Checklists, in *Writing*, pages 273-279.

14.2 Lecture

14.2.1 Discuss revising and editing, pages 33-41 in *Keys*.

14.2.2 Practice revising and editing student writing.

14.2.3 Discuss Revision Checklists in *Writing*, pages 273-279.

#### 14.3 Laboratory

14.3.1 Begin revising and editing first three writings.

### 15. **Week 15** Portfolio Assembly

#### 15.1 Assignments

15.1.1 Continue review of first three writings for revising and editing.

#### 15.2 Lecture

15.2.1 Discuss Portfolio assembly.

15.2.2 In-class review of first three writings for revising and editing.

#### 15.3 Laboratory

15.3.1 Complete revisions of first three writings.

15.3.2 Begin assembling portfolio.

### 16. **Week 16** End of Course

16.1 Complete portfolio assembly.

16.2 **Submit Portfolio. Be sure to include the informative synthesis essay.**

**Note on Portfolio Assembly:** Students should assemble their portfolios in the following manner:

- On the left side of the portfolio, place all of the prewriting, rough drafts, peer review sheets, and graded copy for each of the first three assignments.
- Organize each writing by placing the prewriting on the bottom, followed by rough drafts, comments and first graded draft; the first writing is on the bottom, and subsequent writings are placed in chronological order on top of it.
- On the right side of the portfolio, place only the revised final drafts of the first three writings, in chronological order, starting with the first writing on the bottom, along with the first (and only) submission of the informative synthesis essay; i.e. the informative synthesis essay should be on

top.

- Student's name, course number, time and days, and instructor's name must be on the cover of the portfolio.
- **Portfolios are not returned to students after the end of the semester. The English department retains all portfolios for both its program assessment and for college-wide General Education assessment purposes.**

### **Course Requirements:**

- Writing sample
- In-lab conferences with instructor for all writing assignments
- Peer revision activities for all writing assignments, at instructor's discretion
- Major writings: one summary, one response essay, one critique essay, one informative synthesis essay, and a portfolio
- Course Packet assignments
- Professionalism: Positive attitude, regular attendance, and participation in discussion; timely submission of work.

### **Policies**

- **All writing must be completed in class.**
- All work, including sentence level exercises, must be submitted to pass the class.
- Absences are not recommended. Late work is penalized.
- Everything covered in class is possible quiz material.
- Writing assignments are graded on both mechanics (grammar, spelling, punctuation, etc.) and content. A paper with no mechanical errors is not necessarily an "A" paper.
- No cell phone calls.

**Course Withdrawing:** If for any reason you need to withdraw from this course, be certain that you do so according to College procedure. It is your responsibility to know and follow this procedure. If you simply stop coming to class, without officially withdrawing from the course, your grade is an automatic "F." Please follow official College procedure for withdrawing from this or any course.

*College Academic Policies are located in the College Catalog. A copy of the current catalog may be picked up in any of the division offices or admissions. The list of college policies is also available online at <https://www.terra.edu/register/Collegecat/policies.asp>.*

**Support Services:** The College offers a number of support services to assist in your success in this course and all courses. Among these services are the Writing & Math Center in B105, the computer labs, the computers in the atriums, and the Office of Learning Support Services, which coordinates the campus disability services and tutoring programs.

Any student who feels he/she may need an accommodation based on the documentation of a disability should contact the Office of Learning Support Services privately to discuss his/her specific issues. Please contact the OLSS at (419) 334-8400 X 208 or visit 100 Roy Klay Hall (Building A) to coordinate reasonable accommodations.

***If you have a documented disability and are receiving academic accommodations through the Office of Learning Support Services, please schedule a meeting with your instructor in a timely manner so that we may discuss how these services will be arranged.***

Tutoring services are available to students beginning the second week of every quarter. Students requesting tutoring services should obtain a tutor request form from the OLSS in 100 Roy Klay Hall (Building A) or online at the Terra website. Please note that instructor verification and acceptance of the Student Learner Agreement is necessary for all tutoring requests. All requests should be submitted to 100 Roy Klay Hall (Building A).