



Course Syllabus

ENG 1050: College Composition I

Division of Arts and Science

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Class Days: Class Time:
Location: Classroom: Laboratory:
Credit Hours: 3 Contact Hours: 3 Lab Hours: Lecture Hours: 3

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Instructor: Office Location:
Phone: Email Address:
Office Hours:
Division Office/Location: A202 Division Fax: 419/335-1248
Full-time Contact Person: Steve Mohr Phone(s): 419/559-2143

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Course Description:

English 1050 is an introductory college writing course that is based on reading. Writing assignments 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 learn to achieve clear, thoughtful writing that is coherent, organized, and well developed. The course emphasizes revision through peer review, instructor feedback and intervention, and portfolio assembly. The course also emphasizes critical analysis of ideas and "writing as a process."

Prerequisite(s):

COMPASS Test score of 70+; or exemption from ENG 1020 as established by first day writing sample in ENG 1020.

Co-requisite(s): N/A

Entry Level Skills and Knowledge:

See prerequisite(s)

Purpose and Scope:

English 105 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, students may need to work on their assignments outside of class if they find that the laboratory component provides insufficient 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, to include page layout, in-text documentation, and works cited page. Students 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 explanatory synthesis essay and revised writings. The portfolio provides students with the opportunity to raise the grades, by a maximum of one letter grade each, of their first three writings; through portfolio assembly, the possibility then exists for students to raise their course grade over what an average of the initial three grades and the synthesis essay grade would have been.

A minimum grade of “C” in English 105 is required for registration in English 106, College Composition II, and English 190, Technical Writing for Business and Industry.

#### **Required Texts, Supplies and Equipment:**

- Behrens, Laurence and Leonard Rosen. *Writing and Reading Across the Curriculum*, 8th edition.
- Raimes, Ann. *Keys for Writers: A Brief Handbook*, 4<sup>th</sup> edition.
- English 105 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 prewriting, drafts, peer edit sheets, and a final revision of each writing.
- A college-level dictionary.

#### **Grading:**

Please refer to the “Grading Criteria” in the Course Packet for descriptions of individual assignment grading. 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-Critique would be 60 - 54 as 10% of 60 is 6; the “B” range would be 53.5 - 48, and so on.

Summary:	40 pts.
Response-Critique Essay:	60 pts.
Evaluation-Critique Essay:	80 pts.
<u>Explanatory Synthesis Essay:</u>	<u>120 pts</u>
	300 pts. max.

The final grade is based on the sum of the portfolio revision scores of the first three writings, and the score of the explanatory synthesis essay. Final grade increments are ten percent of the sum. For example, if the class does not take all of the quizzes, 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 269.5 - 240, and so on. The contribution of participation to the final grade is determined by the instructor, in accordance with College policy.

**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 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 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, used to identify needed changes or improvements, and 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.

**1. Week 1** Introduction to Course

## 1.1 Assignments

## 1.1.1 N/A

## 1.2 Lecture

- 1.2.1 Introduction to the class (syllabus review).
  - 1.2.2 Produce writing sample
  - 1.3 Laboratory
    - 1.3.1 Return results of writing sample.
- 2. **Week 2** Chapter 1 “The Writing Process,” and MLA Format/Documentation in *Keys for Writers (Keys)*
  - 2.1 Assignments
    - 2.1.1 Read pages 3-18 and 173 - 182 in *Keys*.
    - 2.1.2 Read “Instructions for Preparing and Submitting Writings” in the course packet.
  - 2.2. Lecture
    - 2.2.1 Discuss the writing process.
    - 2.2.2 Identify thematic section from Part II of *Writing and Reading Across the Curriculum (WRAC)* to address throughout the quarter (**NOTE:** instructor may choose to address two or more thematic sections).
  - 2.3 Laboratory
    - 2.3.1 Practice MLA format and documentation
- 3. **Week 3** Chapter 1 “Summary,” in *WRAC*.
  - 3.1 Assignments
    - 3.1.1 Read Chapter One in *WRAC*, pages 3-20.
    - 3.1.2 Read selection from Part II in *WRAC*.
    - 3.1.3 Read pages 121 – 127 in *Keys*.
  - 3.2 Lecture
    - 3.2.1 Discuss summaries, pages 3-20 *WRAC* and pages 121 – 127 in *Keys*.
    - 3.2.2 Discuss plagiarism.
    - 3.2.3 Discuss reading selection for summary, in Part II of *WRAC*.

### 3.3 Laboratory

3.3.1 Begin draft of writing assignment #1, Summary.

3.3.2 Apply MLA format and documentation to draft of summary.

## 4. **Week 4** Chapter 3 “Introductions, Theses and Conclusions,” in *WRAC*.

### 4.1 Assignments

4.1.1 Read Chapter Three in *WRAC*, pages 73 – 93.

4.1.2 Read pages 30 – 33 in *Keys*.

### 4.2 Lecture

4.2.1 Discuss introductions.

4.2.2 Discuss conclusions.

4.2.3 Discuss theses.

### 4.3 Laboratory

4.3.1 Peer review of writing assignment #1, Summary.

4.3.2 **Revise and submit writing assignment #1, Summary, for grading.**

4.3.3 Practice introductions, conclusions, and theses.

4.3.4 Arrange conference with instructor for week five or six.

## 5. **Week 5** Chapter 2 Critical Reading and Critique, in *WRAC*

### 5.1 Assignments

5.1.1 Read Chapter 2 in *WRAC*, pages 62 – 66, focusing on page 66, “Guidelines,” 1<sup>st</sup>, 2<sup>nd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> bulleted items.

5.1.2 Conferences with the instructor.

### 5.2 Lecture

5.2.1 Discuss active reading and techniques for annotating.

5.2.2 Annotate an essay from *WRAC* in class.

5.2.3 Discuss pages 62 – 66 in *WRAC*.

5.2.4 Distinguish between a Response-Critique, and an Evaluation Critique

### 5.3 Laboratory

5.3.1 Begin draft of writing assignment #2, Response-Critique essay.

## 6. **Week 6** Chapter 2 “Critical Reading and Critique” cont’d, in *WRAC*.

### 6.1 Assignments

6.1.1 Read Chapter 2 in *WRAC*, pages 50 – 61.

### 6.2 Lecture

6.2.1 Continue discussion of critiques.

6.2.2 Continue discussion of writing assignment #2, Response-Critique essay.

6.2.3 Continue distinguishing between a response critique and an evaluation critique.

### 6.3 Laboratory

6.3.1 Continue writing assignment #2, Response-Critique essay.

6.3.2 Conference with the instructor.

## 7. **Week 7** Chapter 2 “Critical Reading and Critique” cont’d, in *WRAC*

### 7.3 Assignments

7.3.1 Read pages 94 - 124 in *WRAC*.

### 7.2 Lecture

7.2.1 Finish discussion of Chapter 2, “Critical Reading and Critique,” in *WRAC*.

### 7.3 Laboratory

7.3.1 Peer review of writing assignment #2, Response-Critique essay.

7.3.2 **Revise and submit writing assignment #2, Response-Critique essay for grading.**

8. **Week 8** Unity, Coherence, and Development

8.1 Assignments

8.1.1 Read pages 21 - 30 in *Keys*.

8.1.2 Arrange conference with the instructor for Week 9 or 10.

8.2 Lecture

8.2.1 Discuss unity.

8.2.2 Discuss coherence, with emphasis on transitions.

8.2.3 Discuss development.

8.2.4 Provide examples and analysis of unified, coherent, and well developed writing

8.2.5 Discuss writing assignment #3, Evaluation-Critique essay.

8.3 Laboratory

8.3.1 Begin draft of writing assignment #3, Evaluation-Critique essay.

**Week 9** Revising and Editing

9.1 Assignments

9.1.1 Read pages 33 - 41 in *Keys*.

9.2 Lecture

9.2.1 Discuss revision and editing.

9.2.2 Distinguish between revision and editing.

9.2.3 Revise and edit an example essay from student writing.

9.3 Laboratory

9.3.1 Continue working on writing assignment #3, Evaluation-Critique essay.

9.2.2 Conferences with instructor.

**Week 10** Chapter 4 “Explanatory Synthesis,” in *Keys*

10.1 Assignments

10.1.1 Read Chapter 4 in *WRAC*, pages 94 – 124.

10.2 Lecture

10.2.1 Discuss concept of synthesis.

10.2.2 Discuss explanatory syntheses.

10.3 Laboratory

10.3.1 Peer review of Writing Assignment #3, Evaluation-Critique essay.

10.3.2 **Revise and submit writing assignment #3, Evaluation-Critique essay, for grading.**

**Week 11** Chapter 4, “Explanatory Synthesis,” cont’d

11.1 Assignments

11.1.1 Review Chapter 4 in *WRAC*, pages 94 – 124.

11.2 Lecture

11.2.1 Finish discussion of explanatory syntheses.

11.2.2 Practice an explanatory synthesis in groups or as a class.

11.3 Laboratory

11.3.1 Begin work on writing assignment #4, Explanatory Synthesis essay.

**Week 12** Synthesis continued and Portfolio

12.1 Assignments

12.1.1 Review revising and editing in *Keys*, pages 33 – 41.

12.2 Lecture

12.2.1 Complete practice synthesis.

12.2.2 Revise and edit a sample essay from student writing.

12.3 Laboratory

12.3.1 Continue work on writing assignment #4, Explanatory Synthesis essay.

**Week 13** Synthesis continued and Portfolio

13.1 Assignments

13.1.1 Review first three writings for Portfolio revisions.

13.2 Lecture

13.2.1 In-class review of first three writings.

13.3 Laboratory

13.3.1 Continue work on writing assignment #4, Explanatory Synthesis essay.

**Week 14** Synthesis continued and Portfolio

14.1 Assignments

14.1.1 Continue review of first three writings for Portfolio revisions.

14.2 Lecture

14.2.1 In-class review of first three writings.

14.3 Laboratory

14.3.1 Complete writing assignment #4, Explanatory Synthesis.

14.3.2 Begin revisions of first three writings.

**Week 15** Portfolio Assembly

15.1 Assignments

15.1.1 Continue review of first three writings for Portfolio revisions.

15.2 Lecture

15.2.1 Discuss portfolio assembly.

15.3 Laboratory

15.3.1 Continue revisions of first three writings.

15.3.2 Assemble Portfolio.

**Week 16** End of Class

16.1 First meeting day of week.

16.1.1 If not completed, finish portfolio revisions.

16.1.2 If not assembled, complete assembly of portfolio, to include the first and only submission of the Explanatory Synthesis essay and the graded, as well as the revised drafts of the Summary, Response-Critique essay, and Evaluation Critique essay.

16.1.3 Submit portfolios.

**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, comments sheets, and graded copy for each of the first three writings.
- 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 explanatory synthesis essay. The synthesis 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 for all writing assignments.
- Peer revision activities for all writing assignments, at instructor's discretion.
- Major writings: one summary, one response-critique essay, one evaluation-critique essay, one explanatory synthesis essay, and a portfolio.
- Sentence combining exercises, at instructor's discretion.
- Professionalism: Positive attitude, regular participation in discussion, and timely submission of work.

### **Policies**

- **All writing must be completed in class.**
- **All work must be submitted to pass the class.**
- Absences are not recommended. Late work is penalized.
- Everything covered in class is possible quiz material.
- Writings are graded on both mechanics (spelling, punctuation, etc.) and content. A paper with no mechanical errors is not necessarily an "A" paper.
- Plagiarism will not be tolerated and can result in automatic failure of the class as well as an official report to the Dean of Students. Please see the college catalog at the address below for the plagiarism policy.
- 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 <[www.terra.edu/register/Collegecat/policies.asp](http://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 Office of Learning Support Services, which coordinates the campus disability services and tutoring programs, the computer labs, and the computers in the atriums.

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).