

PELLISSIPPI STATE COMMUNITY COLLEGE
MASTER SYLLABUS

ENGLISH COMPOSITION I
ENGL 1010

Class Hours: 3.0

Credit Hours: 3.0

Laboratory Hours: 0.0

Revised: Spring 2011

Catalog Course Description:

Study and practice of expository and persuasive writing. Topics include critical reading and writing essays, with emphasis on research, writing processes, and effective formatting.

Entry Level Standards:

The student is expected to be able to conceive ideas about a topic and to organize and develop them in coherent paragraphs and compositions that are free of patterns of major grammatical error. He or she should be able to vary writing style for different readers and purposes and to improve his or her own writing by restructuring and re-writing. The student should be able to employ basic research techniques in gathering and reporting information.

The student should be able to read on the college level and to reason logically.

Prerequisite:

Satisfactory placement test scores; or completion of Transitional Studies writing requirements

Textbook(s) and Other Course Materials:

Atwan, Robert and Donald McQuade. *The Writer's Presence*. 6th ed. Boston: Bedford / St. Martin's, 2009.

Aaron, Jane. *The Little, Brown Essential Handbook*. 6th ed New York: Longman, 2009.

Weiner, Eric. *The Geography of Bliss: One Grump's Search for the Happiest Places in the World*. New York: Twelve/Grand Central, 2008.

I. Week/Unit/Topic Basis:

This is a suggested plan of assignments for the semester. Instructors should choose readings, prepare writing assignments, and provide their own schedule and weighting of assignments. Instructors should choose where to incorporate material from the Common Academic Experience text.

Week	Topic
1	Writing Sample (refer students needing extra help to ENGL 1030) Reading Selection from <i>The Writer's Presence</i> , as appropriate Assignment 1: Summary and Paraphrase
2-3	MLA Documentation, Little, Brown Handbook Ch. 6 Reading Selections from <i>The Writer's Presence</i> Assignment 2: Informative Essay
4-6	Library Instruction

	Reading Selections from <i>The Writer's Presence</i> Assignment 3: Expository Essay
6-8	Reading Selections from <i>The Writer's Presence</i> Assignment 4: Expository Essay (In Class)
9-10	Reading Selections from <i>The Writer's Presence</i> Assignment 5: Rhetorical Analysis
11-13	Reading Selections from <i>The Writer's Presence</i> Assignment 6: Persuasive Essay (Researched)
14	Persuasive appeals, <i>Little, Brown Handbook</i> Ch. 1 Final Essay (researched persuasive essay) Revisions; completion and submission of folders
15	Final Exam Period

II. Course Goals*:

The course will:

- A. Guide students through the elements of the writing process. I.4
- B. Build student ability to analyze and evaluate written and/or oral expression through critical reading, careful listening, and an enhanced awareness of diverse points of view. I.1
- C. Enhance students' ability to plan, organize, and develop essays that fulfill a particular and appropriate rhetorical purpose designed for a chosen audience and situation. I.2, I.3, I.4
- D. Develop and refine students' skills in writing essays that employ correct diction, syntax, usage, grammar, and mechanics. I.5
- E. Expand students' awareness of and facility with using information gathered from multiple sources to serve their particular rhetorical purposes. I.6, I.7

*Roman numerals after course goals reference TBR's general education goals.

III. Expected Student Learning Outcomes*:

The student will be able to:

1. Describe and demonstrate a process-oriented approach to writing, employing multiple drafts for the creation of essays. A
2. Write a clearly stated or implied thesis statement supported by the entire essay. A, C
3. Plan and organize essays in a coherent and clear progression of paragraphs. A, C
4. Follow recognized patterns to write essays for specific rhetorical purposes. A, C
5. Design essays that demonstrate awareness of audience and rhetorical situation. A, C
6. Construct essays that contain sufficient evidence and quality examples suitable for a specific rhetorical purpose. A, B, C, E
7. Analyze and evaluate oral and written communication representing diverse points of view and use the

information as supporting evidence in essays. B, E

8. Demonstrate correct diction, syntax, grammar, and mechanics in writing assignments. D
9. Make appropriate and effective use of multiple sources in support of a thesis. E
10. Use MLA style to document those sources correctly in the text of a paper and to create a Works Cited page. E

* Capital letters after Expected Student Learning Outcomes reference the course goals listed above.

IV. Evaluation:

A. Testing Procedures:

Five or six major writing assignments will constitute a minimum of 70 percent of the final grade and will be weighted at the discretion of the instructor. Assignments will be written in class as appropriate. Other writings, such as responses, essay questions, letters/memos, exercises, and quizzes, as well as peer reviews, homework assignments, and corrections may constitute 30 percent of the final grade. Suggested point weightings are listed below:

Informative Essay	10%
Expository Essay #1	15%
Expository Essay #2 (in class)	15%
Rhetorical Analysis Essay	15%
Researched Argument Essay	20%
Final Essay (persuasive essay)	5%
Other assignments (including summary/paraphrase, letters/memos, exercises, quizzes, oral presentations, peer reviews, journals, corrections)	<u>20%</u> 100%

B. Laboratory Expectations:

None

C. Field Work:

None

D. Other Evaluation Methods:

Within the limits outlined above, the instructor is free to set individual performance standards for revisions, folder submission, absenteeism, required paper formatting, etc. Each instructor will adhere to the College attendance policy and the policy on academic dishonesty as described below.

E. Grading Scale:

Instructors will assign grades based on agreed upon departmental standards.

V. Policies:

A. Attendance Policy:

Pellissippi State expects students to attend all scheduled instructional activities. As a minimum, students in all courses (excluding distance learning courses) must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course. Individual departments/programs/disciplines, with the approval of the vice president of the Learning Division, may

have requirements that are more stringent. In very specific circumstances, an appeal of the policy may be addressed to the head of the department in which the course was taken. If further action is warranted, the appeal may be addressed to the vice president of the Learning Division.

B. Academic Dishonesty:

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices:

- Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments.
- Plagiarism, including but not limited to paraphrasing, summarizing, or directly quoting published or unpublished work of another person, including online or computerized services, without proper documentation of the original source.
- Purchasing or otherwise obtaining prewritten essays, research papers, or materials prepared by another person or agency that sells term papers or other academic materials to be presented as one's own work.
- Taking an exam for another student.
- Providing others with information and/or answers regarding exams, quizzes, homework or other classroom assignments unless explicitly authorized by the instructor.
- Any of the above occurring within the Web or distance learning environment.

C. Accommodations for disabilities:

Students who need accommodations because of a disability, have emergency medical information to share, or need special arrangements in case the building must be evacuated should inform the instructor immediately, privately after class or in her or his office. Students must present a current accommodation plan from a staff member in Services for Students with Disabilities (SSWD) in order to receive accommodations in this course. Services for Students with Disabilities may be contacted by going to Goins 127, 132, 134, 135, 131 or by phone: 539-7153 or TTY 694-6429. More information is available at www.pstcc.edu/departments/swd/.

D. Other Policies:

Correction and Return of Essay Assignments:

Essays will be marked with symbols from the *Little, Brown Essential Handbook* and with instructor comments. Students are required to make all corrections according to the instructor's directions before the grade on an essay is final. Essays, revisions, and corrections will be kept in a folder throughout the semester and collected by the instructor at the end of the semester. The English Department does not return student folders. Students who wish to retain copies of essays should make photocopies.