Class Hours: 3          Credit Hours: 3          Date Revised: Spring 2017

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.

Prerequisites
Satisfactory placement test scores

Corequisites
ENGL 0900 or ENGL 0920 if required

Textbooks


Supplemental Materials
- *The New York Times*
- The Common Academic Experience book

Week/Unit/Topic Basis
Week   Topic
1.   Introduction to Course; Writing Sample; Evaluation
2.   Reading selections; Discussion of reading and writing processes; Developing Critical Thinking Skills (relate to current reading selections); Summarizing source material
3.   Discussion of summary/response essay; MLA style
4.   Submission of Summary/ Response Essay 1, Reading selections; Discussion of Essay 2 (Instructor Choice)
5.   Reading selections; further discussion/workshop on Essay 2
6.   Reading selections, discussion; workshop on Essay 2; Using rhetorical appeals
7. Submission of Essay 2; Reading selections; Discussion, of [C/C, C/E] synthesize/analyze information research, and documentation

8. Analysis Essay 3 Workshops

9. Essay 3 workshops, documentation

10. Submission of Essay 3; Introduction to academic argument; Reading selections

11. Workshop Essay 4/research; Evaluation of sources; Review of paraphrase/summary/correct quotation of secondary sources

12. Workshops Essay 4; documentation of multiple sources

13. Final revisions essay 4; Submission of Essay 4

14. Prepare for final essay

Final exam period: Students write final assessment essay.

Course Goals

Note: Roman numerals after Course Goals reference TBR General Education 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

Expected Learning Outcomes

Note: Letters after performance expectations reference the course objectives listed below.

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

Evaluation

Testing Procedures
Four 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.

1. Summary/Response
2. Analysis
3. Instructor Choice-analysis(visual or textual)-C/E, C/C
4. Argumentative Essay
5. Final Essay
6. Other assignments (including exercises, quizzes, oral presentations,
7. responses, exams peer reviews, journals, corrections)

Laboratory Expectations
None

Field Work
None

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.

Grading Scale
Instructors will assign grades based on agreed upon departmental standards.

Policies

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 Academic Affairs, 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 Academic Affairs.

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.

Please see the Pellissippi State Policies and Procedures Manual, Policy 04:02:00 Academic/Classroom Conduct and Disciplinary Sanctions for the complete policy.

Accommodations for Students with Disabilities
Students that 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 Disability Services (DS)
in order to receive accommodations in this course. Disability Services may be contacted by sending email to disabilityservices@pstcc.edu, or by visiting Alexander 130. More information is available from the Disability Services website, (http://www.pstcc.edu/sswd/)

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.

**NOTE:** It is each student’s responsibility to keep a copy of each graded assignment for the course. In the rare event that a student decides to file an official appeal of his/her final grade with the Dean of the English Department, he/she must present all graded work for the course before the appeal will be considered.