



ABBREVIATED COURSE SYLLABUS (Curriculum details only)

COURSE TITLE: English Composition

NUMBER/SECTION: ENGL111- XXX

PREREQUISITES

Demonstrated competency through appropriate assessment or earning a grade of “C” or better in ENGL 025 Introduction to College Writing II or ENGL 093 Introduction to College Writing and ENGL 032 Reading Strategies for College II or ENGL 083 Reading Strategies for College.

SCHOOL: Liberal Arts and Sciences

PROGRAM: Liberal Arts

CREDIT HOURS: 3

CONTACT HOURS: Lecture: 3

CATALOG DESCRIPTION

English Composition is designed to develop students’ abilities to think, organize, and express their ideas clearly and effectively in writing. This course incorporates reading, research, and critical thinking. Emphasis is placed on the various forms of expository writing such as process, description, narration, comparison, analysis, persuasion, and argumentation. A research paper is required. Numerous in-class writing activities are required in addition to extended essays written outside of class.

MAJOR COURSE LEARNING OBJECTIVES

Upon successful completion of this course the student will be expected to:

1. Understand communication theory and the roles audiences play in the writing process.
2. Apply critical reading and thinking skills to the writing process.
3. Demonstrate an awareness of language as a tool for learning and communication.
4. Develop strategies for making independent, critical evaluations of student and published texts.
5. Research and critically evaluate information to produce writing with APA or MLA formal documentation, which consists of in-text citations and final list of all sources cited.
6. Apply strategies for the composition process such as drafting, collaboration, revision, and peer evaluation to produce written documents.
7. Write well-organized essays with a firm thesis and a clear introduction, body, and conclusion.
8. Engage in pre-writing activities, including narrowing a topic, generating ideas, determining the audience and the relationship between audience and content, and setting an appropriate tone.

9. Demonstrate an understanding of the various rhetorical modes, including argumentation and analysis, and apply that understanding in various writing environments, including an essay test.
10. Support a thesis statement with valid reasons and evidence.
11. Follow the conventions of standard written English, in sentence structure, punctuation, grammar and usage, and spelling.
12. Recognize and develop styles appropriate to varied writing situations.

COURSE CONTENT:

Topical areas of study include:

Reading and thinking critically	Conducting library and other research methods
Generating ideas	Following conventions of standard written English
Identifying an audience	Writing essay exams
Developing a thesis	Gathering, evaluating, and using sources for research
Organizing the essay	Paraphrasing, summarizing, and quoting
Using rhetorical modes including exposition, argumentation and analysis	Documenting sources (MLA and/or APA)
Prewriting, drafting, editing, and revising	Developing style
Avoiding plagiarism	

METHOD(S) OF EVALUATION

Students will write for evaluation four compositions and a timed writing. Students will write a minimum of 5,000 final draft words (excluding rough drafts, pre-writings, etc.) during the semester. At least two compositions must include analysis and argumentation. Instructors will require that in at least two papers students will incorporate outside sources into their writing and use an appropriate style of documentation. Grading rubrics for final drafts of the major assignments are posted in the Resources area of the class site in Blackboard.

POINT BREAKDOWN

Major Papers:	
Summary and Response	100 points
Rhetorical Analysis	150 points
Synthesis	150 points
Argument	200 points

SUBTOTAL for Papers	600 points
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Other Assignments:	
7 Discussion Boards @ 20 points each	140 points
4 Peer Reviews @ 30 points each	120 points
4 First Drafts posted on time @ 15 points each	60 points
11 Chapter Quizzes @ 10 points each	110 points
Blackboard and Syllabus Quiz	10 points
2 IvyTilt exercises @ 10 points each	20 points
Library Quiz	10 points
Plagiarism Quiz	20 points
Test Run assignment	10 points
Annotated Bibliography	40 points
MLA/APA Exercise	20 points
Working Outline	40 points
Timed Reflection Writing	50 points
SUBTOTAL for other assignments	650 points
TOTAL FOR COURSE: 1250 points	

PAPER REQUIREMENTS

Summary and Response (Writing Project 1):

- 100 points possible
- 850 words minimum, double-spaced, using Times New Roman 12-point font
- MLA or APA manuscript style with in-text documentation and Works Cited or References page (this page does not count in the minimum word count requirement).
- Core reading to be specified by the instructor

- Clearly developed main point (thesis) stating overall, focused response
- Accurate summarizing and meaningful response, supported with evidence
- Audience awareness
- Observation of the conventions of Standard English
- Use of at least five quotes (words, phrases, or key sentences) from the core reading
- First draft must include a minimum 200-word audience analysis. This analysis should be posted as the first item in the draft, before the first page (MLA style) or title page (APA style). Audience analysis is to be removed from the final draft.

Rhetorical Analysis (Writing Project 2):

- 150 points possible
- 1200 words minimum, double-spaced, using Times New Roman 12-point font
- MLA or APA manuscript style with in-text documentation and Works Cited or References page (this page does not count in the minimum word count requirement).
- Clearly developed main point (thesis) analyzing author's intentions or rhetorical strategies
- Well-reasoned analysis of core reading's rhetorical strategies, supported with evidence
- Audience awareness
- Observation of the conventions of Standard English
- Use of at least ten quotes (words, phrases, or key sentences) from the core reading
- Use of at least one print source from the Ivy Tech Virtual Library databases, in addition to the core reading
- First draft must include a minimum 200-word audience analysis. This analysis should be posted as the first item in the draft, before the first page (MLA style) or title page (APA style). Audience analysis is to be removed from the final draft.

Synthesis (Writing Project 3):

- 150 points possible
- 1350 words minimum, double-spaced, using Times New Roman 12-point font
- MLA or APA manuscript style with in-text documentation and Works Cited or References page (this page does not count in the minimum word count requirement).
- Clearly developed main point (thesis) that analyzes connections or explains disagreements on a problem or issue
- Broad understanding of the issue, supported with relevant evidence and examples
- Unbiased and professional tone; observation of the conventions of Standard English
- Audience awareness
- Use of at least five print sources from the Ivy Tech Virtual Library databases, representing a variety of viewpoints on the problem or issue
- First draft must include a minimum 200-word audience analysis. This analysis should be posted as the first item in the draft, before the first page (MLA style) or title page (APA style). Audience analysis is to be removed from the final draft.

Argument (Writing Project 4):

- 200 points possible
- 1700 words minimum, double-spaced, using Times New Roman 12-point font

- MLA or APA manuscript style with in-text documentation and Works Cited or References page (this page does not count in the minimum word count requirement).
- Clear, arguable claim that is supportable with rational evidence
- Effective use of counter-argument and rebuttal
- Academic tone; observation of the conventions of Standard English
- Audience awareness
- Use of at least five print sources from the Ivy Tech Virtual Library databases, representing more than one point of view on the position being argued
- First draft must include a minimum 200-word audience analysis. This analysis should be posted as the first item in the draft, before the first page (MLA style) or title page (APA style). Audience analysis is to be removed from the final draft.

REQUIRED TEXT AND MATERIALS

Title: *The Prentice Hall Guide for College Writers*

Author: Stephen Reid

Edition: 9th Brief Edition

Publisher: Pearson

Custom Ivy Tech Edition

ISBN for textbook only: 978-1-256-29582-2

ISBN for custom bundle (book & Pearson access code): 978-1-256-10802-3

NOTE that these two ISBN numbers refer to the SAME textbook. You may use either ISBN number. This course does not actually use the Pearson site and the access code that comes with the book is not essential for this course.

Course Calendar for ENGL 111 English – Sample of typical course activities

Page numbers refer to the Brief 9th Edition of *The Prentice Hall Guide for College*

Writers by Stephen Reid

Session	Topic/Content	Learning Activities/Assessments	Points Possible	Due Dates
1	Course Orientation	<p><u>Reading Assignments:</u></p> <p>Syllabus</p> <p>Training Materials on discussion boards, netiquette, and Guidelines for Effective Email and Messages</p> <p><i>Prentice Hall Guide for College Writers</i>, Chapter 1, "Writing Myths and Rituals"; Chapter 2, "Situations, Purposes, and Processes for Writing"</p> <p>PowerPoint, "Which Picture?"</p> <p><u>Writing Assignments and Quizzes:</u></p> <p>Session 1 Discussion Board ("Which Picture Is Your Writing Process Like?")—initial post</p> <p>Chapter 1 Quiz</p> <p>Chapter 2 Quiz</p> <p>Blackboard/Syllabus Quiz</p> <p>Test Run assignment</p>	50 points	
2	Summary and Response—First Draft	<p><u>Reading Assignments:</u></p> <p><i>Prentice Hall Guide for College Writers</i>, Chapter 5, "Reading, "; Chapter 13, section on Documenting Sources (For all papers, you may choose APA or MLA style)</p> <p>"I Just Wanna Be Average," by Mike Rose</p> <p>Handout: "Principles of Peer Review"</p>	35 points	

		<p><u>Writing Assignments and Quizzes:</u></p> <p>Session 2 Discussion Board (“Which Picture Is Your Writing Process Like?”)—two responses</p> <p>Chapter 5 Quiz</p> <p>First Draft of Writing Project 1, Summary and Response, posted for peer review</p>		
3	<p>Summary and Response—Peer Review</p>	<p><u>Reading Assignments:</u></p> <p><i>Prentice Hall Guide for College Writers</i>, Chapter 3, “Observing”</p> <p>Tutorials and web links in Library Assignment 1</p> <p>Critical rereading of core reading</p> <p><u>Writing Assignments and Quizzes:</u></p> <p>Session 3 Discussion Board (“Critical Rereading”)—initial post</p> <p>Chapter 3 Quiz</p> <p>Library assignment—IvyTilt Activity 1</p> <p>Peer Review of Writing Project 1, Summary and Response</p>	60 points	
4	<p>Summary and Response—Final Draft</p>	<p><u>Reading Assignments:</u></p> <p><i>Prentice Hall Guide for College Writers</i>, Chapter 8, “Explaining”</p> <p>Tutorials and web links in Library Assignment 2</p> <p>Critical rereading of core reading, continued</p> <p><u>Writing Assignments and Quizzes:</u></p> <p>Session 4 Discussion Board (“Critical Rereading”)—two responses</p> <p>Chapter 8 Quiz</p> <p>Library assignment—IvyTilt Activity 2</p> <p>Final Draft of Writing Project 1, Summary and Response</p>	130 points	

5	Rhetorical Analysis— First Draft	<p><u>Reading Assignments:</u></p> <p>Plagiarism resources: Student plagiarism brochure, PowerPoints ("Introduction to Documentation" and "Plagiarism PowerPoint from Ivy Tech Library"), and plagiarism policies in the course syllabus</p> <p>Lecture Notes: "Rhetorical Analysis"</p> <p>Handout: Web reading assignment, "Rhetorical Analysis Links"</p> <p>Critical rereading of core reading, continued</p> <p><u>Writing Assignments:</u></p> <p>Session 5 Discussion Board ("Everyday Rhetorical Analysis")—initial post</p> <p>Plagiarism Quiz</p> <p>First draft of Writing Project 2, Rhetorical Analysis, posted for peer review</p>	45 points	
6	Rhetorical Analysis— Peer Review	<p><u>Reading Assignments:</u></p> <p><i>Prentice Hall Guide for College Writers</i>, Chapter 9, "Evaluating"</p> <p><u>Writing Assignments:</u></p> <p>Session 6 Discussion Board ("Everyday Rhetorical Analysis")—two responses</p> <p>Chapter 9 Quiz</p> <p>Peer review of Writing Project 2, Rhetorical Analysis</p>	50 points	
7	Rhetorical Analysis— Final Draft	<p><u>Reading Assignments:</u></p> <p><i>Prentice Hall Guide for College Writers</i>, Chapter 6, "Analyzing and Designing Visuals"</p> <p>Handout: Web reading assignment, "Researching Problems and Issues Links"</p> <p>Library PowerPoint: "Engineering Your Resources"</p>	180 points	

		<p><u>Writing Assignments:</u></p> <p>Session 7 Discussion Board (“Every Picture Tells a Story”)—initial post</p> <p>Chapter 6 Quiz</p> <p>Library Quiz</p> <p>Final draft of Writing Project 2, Rhetorical Analysis</p>		
8	<p>Synthesis—</p> <p>Annotated</p> <p>Bibliography</p>	<p><u>Reading Assignments:</u></p> <p><i>Prentice Hall Guide for College Writers</i>, Chapter 13, “Writing a Research Paper”</p> <p>Handout: “Annotated Bibliography and Evaluating Sources Links”</p> <p>Sample student annotated bibliographies</p> <p><u>Writing Assignments:</u></p> <p>Session 8 Discussion Board (“Every Picture Tells a Story”)—two responses</p> <p>Chapter 13 Quiz</p> <p>Annotated Bibliography</p>	60 points	
9	<p>Synthesis—First</p> <p>Draft</p>	<p><u>Reading Assignments:</u></p> <p><i>Prentice Hall Guide for College Writers</i>, Chapter 7, “Investigating”</p> <p>Lecture Notes, “Synthesis and Synthesis Paper Links”</p> <p>Handout: “Thesis Statement Links”</p> <p><u>Writing Assignments:</u></p> <p>Session 9 Discussion Board (“Thesis Statement Workshop”)—initial post</p> <p>Chapter 7 Quiz</p> <p>First draft of Writing Project 3, Synthesis Paper, posted for peer review</p>	35 points	

10	Synthesis—Peer Review	<p><u>Reading Assignments:</u></p> <p><i>Prentice Hall Guide for College Writers,</i> Chapter 13, review of sections on MLA documentation style (blue borders) and APA documentation style (red borders)</p> <p><u>Writing Assignments:</u></p> <p>Session 10 Discussion Board (“Thesis Statement Workshop”)—two responses MLA/APA Exercise Peer review of Writing Project 3, Synthesis Paper</p>	60 points	
11	Synthesis—Final Draft	<p><u>Reading Assignments:</u></p> <p>No new reading assignment this session</p> <p><u>Writing Assignments:</u></p> <p>Session 11 Discussion Board (“Synthesis and Reflection”)—initial post Final draft of Writing Project 3, Synthesis Paper</p>	160 points	
12	Argument—Working Outline	<p><u>Reading Assignments:</u></p> <p><i>Prentice Hall Guide for College Writers,</i> Chapter 11, “Arguing” Handout: Web reading assignment, “Outline Links”</p> <p><u>Writing Assignments:</u></p> <p>Session 12 Discussion Board (“Synthesis and Reflection”)—two responses Chapter 11 Quiz Working Outline for Writing Project 4, Argument Paper</p>	60 points	
13	Argument—First	<p><u>Reading Assignments:</u></p>	35 points	

	Draft	<p><i>Prentice Hall Guide for College Writers,</i> Chapter 10, "Problem Solving"</p> <p><u>Writing Assignments:</u></p> <p>Session 13 Discussion Board ("Thesis Statement Workshop, Part II")—initial post</p> <p>Chapter 10 Quiz</p> <p>First Draft of Writing Project 4, Argument Paper, posted for peer review</p>		
14	Argument—Peer Review	<p><u>Reading Assignments:</u></p> <p>No new reading assignment this session</p> <p><u>Writing Assignments:</u></p> <p>Session 14 Discussion Board ("Thesis Statement Workshop, Part II")—two responses</p> <p>Peer review of Writing Project 4, Argument Paper</p>	40 points	
15	Argument—Final Draft	<p><u>Reading Assignments:</u></p> <p><i>Prentice Hall Guide for College Writers,</i> Appendix, "Writing Under Pressure"</p> <p><u>Writing Assignments:</u></p> <p>Final draft of Writing Project 4, Argument Paper</p>	200 points	
16	Wrap-Up and Reflection	<p><u>Reading Assignments:</u></p> <p>No new reading assignment this session</p> <p><u>Writing Assignments:</u></p> <p>Timed Reflection Writing</p> <p>Course Evaluation</p>	50 points	
			1250 points total	