JEFFERSON COLLEGE
COURSE SYLLABUS

ENG101
ENGLISH COMPOSITION I

3 Credit Hours

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by
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Arts and Science Education
Dr. Mindy Selsor, Dean
ENG101 English Composition I

I. CATALOGUE DESCRIPTION

A. Prerequisite: Writings Skills COMPASS score of 65 or higher or Writing Skills ASSET score of 40 or higher, or ACT score of 20 or higher, or a grade of “C” or better in ENG099

B. 3 semester credit hours

C. English Composition I offers the student the opportunity to learn to write competent expository essays. Students will review grammar and mechanics, but the emphasis is on the writing process. English Composition I is required for all degrees. (F, S, Su)

II. EXPECTED LEARNING OUTCOMES AND ASSESSMENT MEASURES

<table>
<thead>
<tr>
<th>Expected Learning Outcomes</th>
<th>Assessment Measures</th>
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<tr>
<td>Students will write well developed, coherent, unified essays of at least five hundred words.</td>
<td>Essays</td>
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<td>Students will use the writing process: plan, compose, revise, edit, proofread.</td>
<td>Prewriting activities</td>
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<td>Scratch outlines</td>
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<td>Peer- or Self-Review of drafts</td>
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<td>Revised, formatted, and edited essays</td>
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<td>Students will practice a variety of writing patterns to make a significant point.</td>
<td>Essays</td>
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<td>Students will analyze and critically evaluate model essays and student essays.</td>
<td>Class discussions</td>
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<td>Focused group work</td>
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<td>Quizzes</td>
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<td>Writing assignments</td>
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<td>Students will research topics, find authoritative sources, and use those sources to support their own claims; they will apply MLA documentation standards.</td>
<td>Library skills exercises</td>
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<td>Group/Individual documentation exercises</td>
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<td>Working Bibliography</td>
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<td>Annotated Bibliography</td>
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<td>Works Cited page</td>
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<td>Summary, paraphrase, quotation, synthesis activities</td>
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III. OUTLINE OF TOPICS

The emphasis of this course is on the writing process, whole essay and types of development. Although some grammar and mechanics may need to be reviewed in class, students will be encouraged to review grammar and mechanics independently and to use the handbook as a tool to correct their own writing.

A. Beginning the Writing Process
   1. Use several pre-writing techniques
   2. Define purposes of different types of writing
   3. Identify audience
   4. Select and narrow topics

B. The Writing Process
   1. Recognize methods for essay development
   2. Define characteristics of good thesis statements
   3. Invent thesis statements for selected topics

C. Paragraph Unity, Coherence and Development
   1. Define paragraph unity
   2. Define and invent suitable topic sentences
   3. Define coherence and use several transitional devices
   4. Recognize patterns of paragraph development
   5. Develop adequate paragraphs
   6. Recognize strategies for effective introductions and conclusions

D. The Narrative Essay and Sentence Correctness
   1. Define narrative
   2. Relate details from model essays
   3. Use professional writers’ essays as models for personal narrative
   4. Define sentences completeness
   5. Recognize sentence fragments, fused sentences, and comma splices
   6. Identify and correct sentence errors

E. The Example Essay and Writing Effective Sentences
   1. Define exemplification
   2. Relate details from model essays
   3. Use professional writer’s essays as models for student example essay
   4. Define conciseness
   5. Coordinate and subordinate sentences for variety and emphasis
   6. Recognize parallel structures and correct errors in parallelism
   7. Share and evaluate drafts of example essays
F. Process Analysis and Punctuation Review
1. Define process analysis
2. Relate details from model essays
3. Use professional writers’ essays as models for student process analysis paper
4. Identify errors in comma, semicolon, and colon usage.
5. Apply rules of comma, semicolon, and common usage to student writing
6. Revise example essay

G. The Classification Essay and Punctuation/Mechanics
1. Apply principles of classification to various topics
2. Relate details from model essays
3. Use professional writers’ essays as models for student classification essay
4. Identify errors in usage of end marks, apostrophes, quotation marks
5. Apply rules of end marks, apostrophes, and quotation marks
6. Identify errors in capitalization, abbreviations, numbers and italics
7. Apply rules for correct usage of capitalization, abbreviations, numbers and italics to personal writing.
8. Share and evaluate drafts of classification papers

H. The Comparison and Contrast Essay and Agreement
1. Recognize patterns of arrangement for comparison/contrast essays
2. Relate details from model essays
3. Use professional writers’ essays as models for student
4. Recognize the principal parts of verbs and use them correctly in sentences
5. Understand the concept of subject-verb agreement and be able to apply this concept to personal writing

I. Reading and Thinking Critically and Pronouns
1. Apply reading strategies: reading for analysis, for synthesis, for critical assessment
2. Understand critical thinking: evaluating evidence, reasoning, cause-effect
3. Recognize and avoid logical fallacies
4. Understand pronoun case, reference, and agreement and correct errors in sample sentences
5. Apply rules of pronoun usage to personal writing.
6. Revise comparison/contrast essay

J. Research and the Argumentative Essay
1. Define characteristics of argumentative writing
2. Summarize “argument” of assigned essays
3. Devise an argumentative essay from topics given in class
4. Understanding the research process
5. Define and differentiate between paraphrasing, summarizing, and quoting material
6. Do library research to support argumentative essay
7. Evaluate source materials
8. Compile data
9. Synthesize findings
10. Write and report findings

IV. METHODS OF INSTRUCTION

A. Lecture
B. Textbook Exercises
C. Peer Group Critique
D. Expository Papers
E. Research Paper

V. REQUIRED TEXTBOOKS (with publication information)


VI. REQUIRED MATERIALS

A. American Heritage pocket dictionary
B. Roget’s Thesaurus
C. Access to typewriter/word processor

VII. SUPPLEMENTAL MATERIALS

None

VIII. METHODS OF EVALUATION

A. Student essays
B. Quizzes
C. Research paper

D. Writing portfolios

E. Journals

F. Peer evaluations

G. Grading scale is as follows:
   - 90-100 A
   - 80-89 B
   - 70-79 C
   - 60-69 D
   - 0-59 F

IX. ADA COMPLIANCE

Students who have needs because of a learning disability or other kinds of disabilities should contact the Access/ABILITY Office at (636) 797-3000 extension 169 or 158 and discuss accommodations with the instructor.

X. ACADEMIC HONESTY STATEMENT

If a student plagiarizes writing or cheats on an assignment or test, he or she will fail that assignment and may fail the entire course. Dishonesty is a gross violation of the academic honesty policy as stated in the Jefferson College Student Handbook and indicates a failure to meet the standards of this course.