ROSE STATE COLLEGE
Division Course Syllabus

Division: Humanities
Course Prefix and Number: ENGL 1113

Course Title: English Composition I
Semester and Year Submitted: Revised Spring 2020
Credit Hours: 3
Prepared by: Sherri Mussatto
Hours Per Week: Class 3, Lab 0

Course Description (as it appears in Catalog)

ENGL 1113 is the first in a two-course sequence that integrates critical reading, thinking, writing, and other communication skills to prepare students to compose texts in both academic and professional career situations. In this first course, students will closely read and analyze texts focusing on cultural issues in both essays and other forms of rhetorical situation so that they may more thoughtfully reflect on their own culture and use the intellectual skills gained from that reflection in complex composition.

Prerequisite: Successful completion of ENGL 0131 with a grade of C or better; successful completion of ENGL 0133 with a grade of C or better and concurrent enrollment in ENGL 0142, or satisfactory assessment score for ENGL 1113.

Text(s):
Title: The Practiced Writer (in Canvas and available in print at the Rose State Bookstore or by downloading at: https://www.rose.edu/media/8966/practiced-writer-feb-2018-cc.pdf
Author: Kevin Caliendo & Rose State Writing Program faculty
Publisher: Rose State College Humanities Division
Copyright Date: 2017

Reading Level: varied
Outline for Remainder of Syllabus:

Rationale:

Students entering college, no matter how strong, need additional help developing the critical thinking skills necessary to write for all academic and other rhetorical situations. English Composition I, 1113, focuses student writing by critically analyzing written and visual texts to develop compelling arguments. Students will write documented essays using appropriate research citation styles. Students are also required to write other formal and informal assignments.

Expected Outcomes/Course-Level Objectives

The student will
1. identify and practice various elements/components of organization, structure, and grammar/mechanics.
2. utilize all stages of the writing process.
3. assess various types of rhetorical situations.
4. compose essays employing proficient grammatical and technical skills and conventions of Standard English.
5. define and utilize major conventions of argumentation such as major claim/thesis, sub-claims, reasoning (warrants), and refutation of counter-arguments.
6. analyze audience in order to determine the best strategies for persuasion, emphasizing ethos, pathos, and logos.
7. define, recognize, and analyze the use of logical fallacies.
8. evaluate secondary sources for reliability and quality
9. define characteristics of the MLA style to be able to utilize this documentation style in research essays.
10. define characteristics of the APA style in order to utilize this documentation style in research essays.
11. compare and contrast characteristics of the above documentation styles and recognize other systems of documentation in order to determine which documentation style is appropriate to various types of writing situations.
12. compare, contrast, and practice academic and professional career and rhetorical situations.
13. recognize, evaluate, critique, and utilize elements of the multi-media argument.

Methods of Instruction:

Methods will vary by professor but may include

- group and/or individual activities and exercises that provide the necessary practice.
- individual conferences with students.
- lecture.
- class discussion, which may include PowerPoint presentations and audio-visual aids.
Special Notes to Professors:

- Professors should have students confirm in writing before the AW date that they understand the final exam mandates.
- As a best practice, the Early Alert system should be used for any absence and/or grade concern early in the semester and should be continued to be used throughout the semester, especially to ensure non-attending enrollees drop the course before the AW period ends.
- Professors have some flexibility in assignments and percentages as long as the themes of Culture and Identity (see Unit 2) and Writing in the Workplace (see Unit 4) are used; any other thematic texts from the Rose State Reader or other online sources will be chosen at the professor’s discretion, as long as the overall percentage breakdowns for units remain the same. For example, the multi-media argument is worth 25% of a student’s grade. That must remain the same. However, you might choose to make the final copy worth a part of that 25% and other practice work, scaffolding assignments, and discussions worth another part of that percent.

Initial Assessment: The student will complete either an initial multi-paragraph writing assessment or a Directed Self-Placement Questionnaire that includes a goal-setting exercise in order to check for accuracy of student placement and to guide students to campus resources such as the Tutoring Center, Writing Lab, Reading Lab, CLICK, and/or ESL Workshops to meet needed skill level. Students must complete the initial assessment before moving on to the first unit.

Rose State College Expected General Education Outcomes

- The Rose State College Assessment Program strives to provide relevant and timely data to support efforts at continuous improvement of student learning on the campus of Rose State College. Current expected outcomes include effective written communication, global and cultural awareness, and quantitative reasoning skills.
- Effective Written Communication is the ability to compose a quality written document on a collegiate level. This includes the following characteristics:
  - Development of a Central Idea
  - Diction
  - Organization
  - Support
  - Sentence Structure
  - Grammar and Mechanics

- Global and Cultural Awareness stems from a critical analysis of and an engagement with complex, interdependent global and cultural systems and legacies (such as natural, physical, social, economic, and political) and their implications on people’s lives. Through global and cultural awareness activities, students should:
  - Become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences
  - Seek to understand how their actions affect both local and global communities
  - Address the world’s most pressing and enduring issues collaboratively and equitably
  - Work cooperatively with people from populations different than their own

- Quantitative Reasoning refers to the ability to analyze information when presented either numerically, or in formulas, graphs, or tables, and to critically evaluate and interpret that information for solving problems, making predictions, or drawing conclusions. Students who demonstrate quantitative reasoning skills will be able to:
• Calculate: Identify relevant mathematical information, and select appropriate methods to answer questions of a numerical nature.
• Connect: Express and/or evaluate quantitative relationships using graphs, charts, or formulas; and
• Conclude: Evaluate representations and inferences that are based on quantitative information, and recognize questionable values and assertions.

The first two expected outcomes are addressed in ENGL 1113. The entire course assesses Effective Written Communication, and Global and Cultural Awareness is addressed in Unit 2. The last outcome is addressed in Units 2, 3, and 5.

Assessment (Including Critical Thinking Measurements):
To shape the content of student learning and essays, the course professor will incorporate a balanced combination of thematically focused nonfiction and fiction texts and videos from the course reader or free online sites. These will be 6-12 separate texts and will focus on development of student academic voice, cultural and global awareness, and personal transformation.

10% Credit for the course grade will encompass work relevant to the review of basic writing and grammatical skills and to the further development of their individual voice as writers.

40% Credit for the course will be from two formal documented essays, emphasizing argument, each essay requiring three to five content pages and incorporating three to five sources. This 40% credit may be divided among scaffolding assignments leading up to the essay, not just applied to the final essay draft itself.

25% Credit for a multimedia argument that requires 5% more content or effort on the part of the student than the two other formal documented essays. The assignment will incorporate visual and/or multi-media argument, through both subject matter and format. Some part of this assignment will be submitted on the RSC electronic platform or learning management system in a forum in which it may be viewed by a larger audience than just the course professor (for example, the course discussion or blog areas). This 25% credit may be divided among scaffolding assignments leading up to the essay, not just applied to the final essay draft itself.

15% Credit for projects, presentations, and/or an essay emphasizing both writing for and/or about the workplace. This 15% credit may be divided in among various assignments or projects as the professor sees fit.

10% Credit for taking the Humanities Division ENGL 1113 Final Exam, completed during the scheduled final exam period (or within a specified date range for online classes). Professors may find information on these exams either in the Humanities Hub Canvas site or from the writing program administrator. These essays will be submitted to the Humanities Division office along with final course grades. Note: Students must take and pass the final exam under proctored conditions in order to pass the class.
Learning Outcomes/Unit-Level Objectives

**Unit One:** (Course Objectives 1&2) 10%

- List and practice the stages of the writing process.
- Define major grammatical errors such as fragments, comma splices, run-on sentences, comma errors, apostrophe errors, and agreement errors.
- Identify the above errors in sample essays and/or practice work.
- Differentiate among the various levels and functions of writing.
- Identify major purposes for academic writing.
- Recognize the importance of evaluating one’s audience in order to determine which style of writing would be the most effective.
- List and practice the steps of the writing process.
- Apply knowledge of various methods of prewriting.
- Practice identifying and using the writing process, including planning, inquiry, thesis, drafting, revising, and editing.
- Recognize the major structural elements and components of an essay.

**Unit Two:** (Course Objectives 1-11) 20%

- Recognize and apply the steps to critical reading.
- Analyze and discuss—verbally and/or in writing—several literary nonfiction, fiction, or visual texts to critique the underlying assumptions, intentions, and values concerning *Culture and Identity* and *Family, Gender, and Love* as expressed in those texts. Special Note: Culture and Identity is a necessary component of ENGL 1113 and must be used. This discussion will include extensive examination of alternative points of view, including critical examination of the evidence and arguments supporting each one.
- Apply what has been learned about essay writing to develop a focused essay topic under one of the two broad topics above and compose an essay based on the chosen topic.
- Practice identifying and using the basic components of argument: claim, evidence, reasons/warrants, and anticipated objections/rebuttal.
- Practice identifying elements of ethos, pathos, and logos in various rhetorical situations.
- Identify in order to avoid logical fallacies in various rhetorical situations.
- Identify the important elements of the research process, including the steps involved and how to avoid both intentional and unintentional plagiarism.
- Practice locating and evaluating research sources to identify five credible sources.
- Recognize the basic guidelines and format of the MLA style and practice using MLA documentation.
- Compose a five-page argumentative essay that demonstrates the ability to use Toulmin or Classical argument, avoid logical fallacies, and demonstrates effective use of ethos, pathos and logos. The essay will employ the conventions of formal academic communication and MLA format and documentation style.
Unit Three: (Course Objectives 1-11) 20%

- Recognize and apply the steps to critical reading
- Analyze and discuss—verbally and/or in writing—several literary nonfiction, fiction, or visual texts to critique the underlying assumptions, intentions, and values concerning *Entertainment and/or Consumerism in Society* as expressed in those texts. This discussion will include extensive examination of alternative points of view, including critical examination of the evidence and arguments supporting each one.
- Apply what has been learned about essay writing to develop a focused essay topic under one of the two broad topics above and compose an essay based on the chosen topic
- Practice identifying and using the basic components of argument: claim, evidence, reasons/warrants, and anticipated objections/rebuttal.
- Practice identifying elements of ethos, pathos, and logos in various rhetorical situations.
- Identify in order to avoid logical fallacies in various rhetorical situations.
- Identify the important elements of the research process, including the steps involved and how to avoid both intentional and unintentional plagiarism.
- Practice locating and evaluating research sources to identify five credible sources.
- Recognize the basic guidelines and format of the APA style and practice using APA documentation.
- Compare and contrast the APA style and MLA styles of format and documentation.
- Compose a five-page argumentative essay that demonstrates the ability to use Toulmin or Classical argument, avoid logical fallacies, and demonstrates effective use of ethos, pathos and logos. The essay will employ the conventions of formal academic communication and APA format and documentation style.

Unit Four: (Course Objective 12) 15%

- Analyze and discuss—verbally and/or in writing—several literary nonfiction, fiction, or visual texts to critique the underlying assumptions, intentions, and values concerning *Identity in the Workplace Environment* as expressed in those texts. This discussion will include extensive examination of alternative points of view, including critical examination of the evidence and arguments supporting each one.
- Explore career options and interests
- Compose writing that is clear, concise, and professional, utilizing a variety of print and digital media.
- Demonstrate specific understanding of rhetorical situations involved in career/professional contexts by evaluating and creating texts such as PowerPoint presentations; electronic communication forms such as email, phone texts, proposals, resumes, letters, and reports.
- In forming a project for this unit, particular emphasis should be placed on identifying how the skills involved will be relevant to the student's future academic studies or career professional field. This project may be any combination of the types of items listed above.
- Analyze which documentation style is best suited for one’s purpose, audience, and subject-matter.
Unit Five: (Course Objectives 1-11 and 13) 25%

• Analyze, and discuss—verbally and/or in writing—several literary nonfiction, fiction, or visual texts to critique the underlying assumptions, intentions, and values concerning the American Dream and/or Civic and Community Engagement as expressed in those texts. This discussion will include extensive examination of alternative points of view, including critical examination of the evidence and arguments supporting each one.
• Identify and practice using methods by which to research and evaluate multimedia arguments and evidence.
• Identify and practice methods required for documentation of included multimedia elements from other sources in the student's work in order to avoid plagiarism.
• Compose either a 5-page documented essay (utilizing either MLA or APA style) that includes visual argument elements such as hyperlinks and graphics, or an equivalent multimedia text such as a formal blog, video, brochure, magazine, etc. that further explores issues raised in the class texts, writings, and discussions. Concentration should be placed on some aspect of The American Dream or Civic/Community Engagement.
• Recognize a broader audience for writing by posting the completed discourse project (from numeral 4 above in this unit) so that digital access is provided to audiences beyond the course professor.

Unit Six: (Course Objectives 1-11) 10%

• Synthesize the grammatical, writing, and documentation skills learned this semester in order to compose a multi-paragraph argumentative essay that demonstrates the ability to use Toulmin or Classical argument, avoids logical fallacies, and effectively uses ethos, pathos and logos.
• Employ the conventions of formal academic communication
• Apply correctly either the MLA or the APA format and documentation style.

Notes to Professors Concerning the Final Exam:

• Introduce topic possibilities offered by the Humanities Division Final Assessment, and review argument composition and documentation strategies needed to write the required essay under pressure during the final exam.
• Do not give students the actual writing prompt/topic before the scheduled final exam period.
• Emphasize that no notes or outside research beyond what is provided in the exam itself are permitted.
• Administer the final assessment. Usually, this is done during the scheduled final exam period for each class; however, students in online or hybrid classes may take the exam any time period the professor stipulates during the college designated final exam schedule week. The exams are provided for students in the LRC Academic Testing Center, but professors must pick up their own classes' work and grade them.
• After the professor grades the finals, s/he will turn them in to the Humanities Division when submitting final class grades. Reminder: Students must take and pass the final exam under proctored conditions in order to pass the class.