DIVISION COURSE SYLLABUS

Division  Humanities                      Course Prefix and Number  ENGL 0142

Course Title  Integrated Composition Skills

Semester and Year Submitted  Spring 2019                      Credit Hours  2

Prepared by  Antoinette Castillo/Lacey Veazey-Daniel

Hours Per Week:  Class  2                      Lab  0

Course Description (as it appears in Catalog)

This course provides co-requisite instruction for students who wish to begin their college-level composition studies while also removing their writing placement deficiency. Students enrolling in this course must be concurrently enrolled in the associated ENGL 1113 section since much of the content and course material between the two courses will be integrated. In ENGL 0142, students learn and practice specific college-level composition skills through critical reading and writing, class discussions, workshops, lectures, quizzes, or presentations.

Prerequisites: Appropriate assessment scores or successful completion of English 0133.

Text(s):  
Title  *Fundamental English (Revised Edition)*

Author  Dianne Krob for Rose State College

Publisher  Rose State College Humanities Division

Copyright Date  2017

ISBN

Reading Level  9

Supplemental Materials: (other books, audio visual aids, internet and software programs, etc.)
Rationale:
Since Rose State is an open admission higher learning institution, students who begin college here may need to refresh writing skills that have not been used for many years, or students may need to develop writing skills for the first time that are of the quality needed for college level academic writing. Integrated Composition Skills enables motivated students to gain those needed skills at the same time they are enrolled in Composition I.

Expected Outcomes (Course Objectives):

1. Each student will be aided in developing and refining the following fundamental writing skills as needed:
   a. knowledge of the steps to writing complete sentences
   b. ability to join main ideas together
   c. ability to select the correct noun, pronoun, verb, adjective, adverb, conjunctions, or preposition to complete sentences.
   d. proficiency in the use of sentence mechanics, grammar, and punctuation in writing assignments
   e. knowledge of the steps to writing paragraphs
   f. ability to utilize the writing process to create paragraphs and essays showing unity, emphasis, coherence, and organization using structures of time, space, and importance
   g. demonstration of understanding rhetorical situations in academia
   h. demonstration of basic computer proficiency to complete assignments

2. The student will be aided in developing the following skills needed for ENGL 1113:
   a. the ability to recognize and use the conventions of academic and formal communication, with emphasis on composing three-to-five-page essays in which the following are used appropriately: the writing process for planning, inquiry, thesis, drafting, revising and editing; rhetorical situation appraisal to employ ethos, pathos, logos and the conventions of standard English; recognition and avoidance of logical fallacies; argument composition generally demonstrating Toulmin-method conventions; research methods emphasizing source evaluation; and document construction in both APA and MLA style format.
   b. demonstration of the ability to recognize and use the communication and thinking skills needed to succeed in continually evolving work environments, with emphasis on the following: the connection between academic and professional career rhetorical situations, incorporation of multimedia elements, providing digital access to audiences of the student's own completed texts, PowerPoint presentations, electronic communication forms such as email, phone texts, proposals, resumes, letters and reports.
   c. demonstration of the ability to use the reflective thinking skills needed for self-authorship through questioning and reframing of existing paradigms, with emphasis on the following: analyzing and discussing literary fiction and nonfiction, as well as visual texts, to critique the underlying assumptions, intentions, and values concerning cultural expressed in those texts. This process will include extensive examination of alternative points of view, including critical examination of the evidence and arguments supporting each one.
Methods of Instruction:
The focus of this course is identifying and practicing the skills each student needs to succeed in ENGL 1113, so much of the work will consist of discussion leading to scaffolding instruction and assignments to strengthen those specific skills. With this in mind, students will learn and practice specific college-level composition skills through critical reading and writing, class discussions, workshops, lectures, quizzes, or presentations. Students will also frequently be given activities to complete outside of class, including online exercises and other optional Internet and computer based instruction. Individual conferences with students are encouraged. Methods will vary by professor but may include lecture, class discussion, PowerPoint presentations, and audiovisual aids. Professors are encouraged to communicate the importance of class attendance to students and use the Early Alert system when needed.

Assessment (Including Critical Thinking Measurements):
Student must earn an overall grade of 70% (C) or above to pass the course. There is no grade of a D in this class, only A, B, C, and F.
30% Composition Skills
30% Grammar, Punctuation, Mechanics, Language Usage
40% Formal and informal writing assignments, to include a minimum of 7 pages of formal writing beyond that assigned in ENGL 1113.

Learning Objectives:

Unit 1
1. Students will demonstrate understanding of the course purpose, objectives, and syllabus requirements.
2. Professor will assess student needs based on their writing diagnostic in ENGL 1113 and self-assessment survey response, and work with students to develop personal course goals and strategies.
3. Students will begin use of Merit and any additional external support systems such as the Tutoring Center, Writing Lab, Composition Workshops, CLICK, or ESL Workshops to meet the needed skill level. Students may also be advised to re-take the College placement test to ensure accuracy of placement
4. Students will demonstrate basic computer proficiency to complete assignments.

Unit Two: (Learning Outcomes 1 & 2)
1. Students will practice skills in writing complete sentences and joining main ideas together as needed.
2. Students will practice and demonstrate proficiency in the use of sentence mechanics, grammar, and punctuation in writing assignments as needed.
3. Students will practice the ability to select the correct noun, pronoun, verb, adjective, adverb, conjunctions, or preposition to complete sentences as needed.
4. Students will demonstrate knowledge of the steps to writing paragraphs and the ability to utilize the writing process to create paragraphs and essays showing unity, emphasis, coherence, and organization using structures of time, space, and importance as needed.

5. Students will be aided in the following skills from ENGL 1113:
   a. Demonstrate understanding of the components of a rhetorical situation and be able to assess various types of rhetorical situations.
   b. Read, analyze, and discuss—verbally and/or in writing—a minimum of four texts (including a combination of literary fiction, nonfiction, and visual texts) to critique the underlying assumptions, intentions, and values concerning 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.
   c. 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.
   d. Identify the important elements of the research process, including the steps involved and how to avoid both intentional and unintentional plagiarism.
   e. Recognize the elements of APA documentation and practice using them.

**Unit Three:** (Learning Outcomes 1 & 3)
1. Students will continue to practice grammar, punctuation, mechanics, and language use skills as needed.
2. Students will continue practice using the writing process to create paragraphs and essays showing unity, emphasis, coherence, and organization using structures of time, space, and importance as needed.
3. Students will be aided in the following skills from ENGL 1113:
   a. Read, analyze, and discuss—verbally and/or in writing—a minimum of four texts (including a combination of literary fiction, nonfiction, and visual texts) to critique the underlying assumptions, intentions, and values concerning culture and identity 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.
   b. Identify criteria that can be used to evaluate a primary or secondary research source's credibility.
   c. Practice locating and evaluating research sources to identify two to three credible sources.
   d. Practice identifying and using the writing process, including planning, inquiry, thesis, drafting, revising, and editing.
   e. Compose a three-to-five-page essay that employs the conventions of formal academic communication and APA format and documentation while synthesizing material from the sources identified in numeral 2 above in this unit.

**Unit Four:** (Learning Outcomes 1, 2 & 3)
4. Students will demonstrate their proficiency in the use of grammar, punctuation, mechanics, and language skills to assess progress and set goals for remainder of course.
1. Students will be aided in the following skills from ENGL 1113:
a. Read, analyze, and discuss—verbally and/or in writing—a minimum of four texts (including a combination of literary fiction, nonfiction, and visual texts) to critique the underlying assumptions, intentions, and values concerning 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.

b. Practice identifying and using the basic components of argument: claim, evidence, reasons/warrants, and anticipated objections rebuttal.

c. Practice identifying elements of ethos, pathos, and logos in various rhetorical situations.

d. Practice identifying and avoiding logical fallacies in various rhetorical situations.

e. Identify the major differences between APA style and MLA style format and documentation.

f. Practice using MLA documentation.

g. Practice locating and evaluating research sources to identify two to four credible sources.

h. Compose a three-to-five-page argumentative essay that demonstrates the ability to use Toulmin-method 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 while synthesizing material from the sources identified in numeral 6 above in this unit.

Unit Five: (Learning Outcomes 1, 2 & 3)
1. Students will continue to practice paragraph structure, essay, grammar, punctuation, mechanics, and language use skills as needed.

2. Students will be aided in the following skills from ENGL 1113:
   a. Read, analyze, and discuss—verbally and/or in writing—a minimum of four texts (including a combination of literary fiction, nonfiction, and visual texts) to critique the underlying assumptions, intentions, and values concerning the American Dream 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.

   b. Identify and practice using methods by which to research and evaluate visual arguments and visual evidence.

   c. Identify and practice methods required for documentation of included visual elements from other sources in the student's work in order to avoid plagiarism.

   d. Compose either a three-to-five-page documented essay 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. In forming this project, 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.

   e. Post 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: (Learning Outcomes 1, 2 & 3)
1. Students will be aided in preparation for the Humanities Division ENGL 1113 Final Assessment, and evaluation of their own attempt at that assessment.