

## Administrative Master Syllabus

### Course Information

<b>Course Title</b>	Composition 1
<b>Course Prefix, Num. and Title</b>	ENGL 1301: Composition 1
<b>Division</b>	Division of Communication and Fine Arts
<b>Department</b>	English/Humanities/Foreign Language/Philosophy
<b>Course Type</b>	Academic WCJC Core Course
<b>Course Catalog Description</b>	Intensive study of and practice in writing processes, from invention and researching to drafting, revising and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.
<b>Pre-Requisites</b>	TSI Satisfied in reading and writing
<b>Co-Requisites</b>	None

### Semester Credit Hours

<b>Total Semester Credit Hours (SCH): Lecture Hours:</b>	3:3:0
<b>Lab/Other Hours</b>	
<b>Equated Pay Hours</b>	3
<b>Lab/Other Hours Breakdown: Lab Hours</b>	0
<b>Lab/Other Hours Breakdown: Clinical Hours</b>	0
<b>Lab/Other Hours Breakdown: Practicum Hours</b>	0
<b>Other Hours Breakdown</b>	0

### Approval Signatures

Title	Signature	Date
<b>Department Head:</b>	<i>Tom Kody Krpec</i>	9/10/2024
<b>Division Chair:</b>		
<b>VPI:</b>		

## Additional Course Information

**Topical Outline:** Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, and clinical or other non-lecture instruction).

1. The writing process
2. Basic essay organization
3. Required rhetorical modes (instructor to select one from each category):
  - a. Two individual essays in the following modes (instructor selects two):
    - i. Narrative
    - ii. Literacy Narrative
    - iii. Reflection
    - iv. Analysis
    - v. Annotated bibliography
    - vi. Evaluation
    - vii. Comparison and contrast
    - viii. Media Literacy
  - b. Collaborative Essay
    - i. Persuasion
    - ii. Argument
    - iii. Problem/Solution
    - iv. Cause and effect
4. Writing style (sentence structure, diction, sentence variety, etc.)
5. Analysis of nonfiction
6. Basic research skills, especially assessing sources and using the WCJC online databases
7. MLA documentation

### Course Learning Outcomes:

**Learning Outcomes – Upon successful completion of this course, students will:**

1. Demonstrate knowledge of individual and collaborative writing processes.
2. Develop ideas with appropriate support and attribution.
3. Write in a style appropriate to audience and purpose.
4. Read, reflect, and respond critically to a variety of texts.
5. Use Edited American English in academic essays.

### Methods of Assessment:

1. Two individual essays (minimum) in the following modes (instructor selects two):
  - a. Narrative
  - b. Literacy Narrative
  - c. Reflection
  - d. Analysis
  - e. Annotated Bibliography
  - f. Evaluation
  - g. Comparison and contract
  - h. Media Literacy



2. Collaborative Essay (group essay in one of the following modes)
  - a. Persuasion
  - b. Argument
  - c. Problem/Solution
  - d. Cause and Effect

**Required text(s), optional text(s) and/or materials to be supplied by the student:**

*The Norton Field Guide to Writing with Readings*, current edition

*The Little Seagull Handbook*, current edition

**Suggested Course Maximum:**

26

**List any specific or physical requirements beyond a typical classroom required to teach the course.**

A classroom with computer that projects instructor's screen for students is needed.

**Course Requirements/Grading System:** Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course.

Grading Scale:

90%-100% A

80%-89% B

70%-79% C

60%-69% D

59% and below F

Instructors will utilize a grading system (point or percentage based) whereby assignments are weighed according to the following recommendations:

- Writing Assignments 50-80%
- Oral Assessment or embedded in collaborative project 5%
- Additional Assessments (quizzes, journals, class work, homework, grammar exercises, etc.) 15-45%

Mandatory Assignments

1. Writing Assignments work 50-80%
  - a. Two individual essays (minimum) in the following modes (instructor selects two):
    - i. Narrative
    - ii. Literacy Narrative
    - iii. Reflection
    - iv. Analysis
    - v. Annotated bibliography
    - vi. Evaluation
    - vii. Comparison and contrast
    - viii. Media Literacy
  - b. Collaborative Essay (group essay in one of the following modes)
    - i. Persuasion
    - ii. Argument
    - iii. Problem/Solution
    - iv. Cause and effect
2. Oral Assessment that is weighted 5% (may be embedded in the collaborative project).
  - a. Options include an individual oral project or a group oral project of the instructor's choice, or a group presentation on the collaborative essay during the final exam period.
3. Additional assessments, worth 15-45% may include the following:
  - a. Quizzes
  - b. Exercises
  - c. Stages of the writing process
  - d. Class work



**Curriculum Checklist:**

- Administrative General Education Course** (from ACGM, but not in WCJC Core) – No additional documents needed.
- Administrative WCJC Core Course** – Attach the Core Curriculum Review Forms
  - Critical Thinking
  - Communication
  - Empirical & Quantitative Skills
  - Teamwork
  - Social Responsibility
  - Personal Responsibility
- WECM Course** – If needed, revise the Program SCANS Matrix and Competencies Checklist

## Core Curriculum Review Form

**Foundational Component Area:** Core 010: Communication

**Course Prefix & Suffix:** ENGL 1301

**Core Objective:**

**Critical Thinking Skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

### Student Learning Outcome Supporting Core Objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
State Mandated	Write in a style appropriate to audience and purpose.	Class work, writing essays in various rhetorical modes (narration, analysis, argumentative, etc.)	Individual essays, collaborative social issues essay
State Mandated	Read, reflect, and respond critically to a variety of texts.	Class work, class discussions, reading and analyzing essays in various rhetorical modes (narration, analysis, argumentative, etc.)	Collaborative social issues essay
State Mandated	Insert SLO (from Administrative Master Syllabi)	Provide a brief name and description of the sample learning activity.	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective.

## Core Curriculum Review Form

**Foundational Component Area:** Core 010: Communication

**Course Prefix & Suffix:** ENGL 1301

**Core Objective:**

**Communication Skills**—to include effective development, interpretation and expression of ideas through written, oral and visual communication

### Student Learning Outcome Supporting Core Objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
State Mandated	Demonstrate knowledge of individual and collaborative writing processes.	Class work, class discussions, peer review, oral presentations, individual and collaborative writing process assignments (outlines, body paragraph samples, peer review assignments)	Individual essays; collaborative social issues essay
State Mandated	Write in a style appropriate to audience and purpose.	Class work, essays in various rhetorical modes	Individual essays; collaborative social issues essay
State Mandated	Develop ideas with appropriate support and attribution.	Class work, group discussion (F2F, online) essays in various rhetorical modes Collaborative social issues essay	Collaborative social issues essay

## Core Curriculum Review Form

**Foundational Component Area:** Core 010: Communication

**Course Prefix & Suffix:** ENGL 1301

### Core Objective:

**Teamwork**—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

### Student Learning Outcome Supporting Core Objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
State Mandated	Demonstrate knowledge of individual and collaborative writing processes.	Class work, collaborative essay, peer review, collaborative oral presentation	Collaborative social-issues essay
State Mandated	Develop ideas with appropriate support and attribution.	Research essay, oral presentation, class exercises from ancillary text	Collaborative social-issues essay
State Mandated	Read, reflect, and respond critically to a variety of texts.	Collaborative social issues essay, group discussions (F2F and online)	Collaborative social-issues essay



## Core Curriculum Review Form

**Foundational Component Area:** Core 010: Communication

**Course Prefix & Suffix:** ENGL 1301

**Core Objective:**

**Personal Responsibility**—to include the ability to connect choices, actions, and consequences to ethical decision-making

### Student Learning Outcome Supporting Core Objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
State Mandated	Develop ideas with appropriate support and attribution.	Class work, essays in rhetorical modes (narration, analysis, etc.), collaborative research essay.	Collaborative social issues essay; personal responsibility assignment (literacy narrative, memoir, reflection essay, etc.)
State Mandated	Read, reflect, and respond critically to a variety of texts.	Group project citing sources; personal responsibility assignment (literacy narrative, memoir, reflection essay, etc.)	Collaborative social issues essay; personal responsibility assignment (literacy narrative, memoir, reflection essay, etc.)
State Mandated	Write in a style appropriate to audience and purpose.	Essays in a variety of rhetorical modes, personal responsibility assignment (literacy narrative, memoir, reflection essay, etc.)	Collaborative social issues essay; personal responsibility assignment (literacy narrative, memoir, reflection essay, etc.)