

Administrative Master Syllabus

Course Information

Course Title	Composition 1
Course Prefix, Num. and Title	ENGL 1301: Composition 1
Division	Division of Communication and Fine Arts
Department	English/Humanities/Foreign Language/Philosophy
Course Type	Academic WCJC Core Course
Course Catalog Description	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.
Pre-Requisites	TSI Satisfied in reading and writing
Co-Requisites	None

Semester Credit Hours

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

Approval Signatures

Title	Signature	Date
Prepared by:		
Department Head:		
Division Chair:		
Dean/VPI:		
Approved by CIR:		



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. Essay in one of the following modes:
 - i. Narrative
 - ii. Literacy Narrative
 - iii. Reflection
 - b. Secondary Rhetorical Modes (instructor to select two from the following):
 - i. Analysis
 - ii. Annotated Bibliography and Literature Review
 - iii. Evaluation
 - iv. Comparison and contrast
 - c. Collaborative Essay in one of the following rhetorical modes:
 - 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. Three required individual writing assignments
 - a. Essay in one of the following modes
 - i. Narrative
 - ii. Literacy Narrative
 - iii. Reflection
 - b. Secondary Rhetorical Modes (instructor selects two)
 - i. Analysis
 - ii. Annotated Bibliography and Literature Review
 - iii. Evaluation
 - iv. Comparison and Contrast
2. One Collaborative Social Issues Essay
 - a. Group essay in one of the following modes:
 - i. Persuasion
 - ii. Argument

- iii. Problem/Solution
- iv. 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:

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.) 10-20%

Mandatory Assignments

1. Writing Assignments worth 50-80% of course grade:
 - a. Three required individual writing assignments
 - i. Essay in one of the following modes
 1. Narrative
 2. Literacy Narrative
 3. Reflection
 - ii. Secondary Rhetorical Modes (instructor selects two)
 1. Analysis
 2. Annotated Bibliography and Literature Review
 3. Evaluation
 4. Comparison and Contrast
 - b. One Collaborative Social Issues Essay
 - i. Group essay in one of the following modes:
 1. Persuasion
 2. Argument
 3. Problem/Solution



4. 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 10-20%, 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 040: Language, Philosophy, & Culture

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
Choose a SLO status.	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 040: Language, Philosophy, & Culture

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

Core Curriculum Review Form

Foundational Component Area: Core 040: Language, Philosophy, & Culture

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 040: Language, Philosophy, & Culture

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.)