



**Administrative - Master Syllabus  
COVER SHEET**

**Purpose:** It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

**Course Title** – Composition I  
**Course Prefix and Number** – ENGL 1301  
**Department** – English Dept

**Division** - CFA

**Course Type:** (check one)

- Academic General Education Course (from ACGM – but not in WCJC Core)
- Academic WCJC Core Course
- WECM course (This course is a Special Topics or Unique Needs Course: Y  or N 

**Semester Credit Hours # : Lecture hours# : Lab/other hours #**      3:3:0

**Equated Pay hours for course** - 3

List Lab/ Other Hours
Lab Hours
Clinical Hours
Practicum Hours
Other (list)

**Course Catalog Description** - Study of English to improve students' ability to think objectively and to communicate effectively. Stress on clarity and effectiveness in the sentence, paragraph, and whole composition. The composition is chiefly expository, and assigned material is designed to increase students' ability to read objectively, to develop skills in critical analysis, and to improve style. Prerequisites: THEA reading and writing requirements met. [Offered Fall, Spring, and Summer semesters. Also offered as an Internet course.]

**Prerequisites/Corequisites** - Prerequisites: THEA reading and writing requirements met.

**Approvals** – the contents of this document have been reviewed and are found to be accurate.

Prepared by Sharon Prince	Signature 	Date 9/4/08
Department Head Sharon Prince	Signature 	Date 9/4/08
Division Chair Paul Spellman	Signature 	Date 9/5/8
Vice President Ty Pate	Signature 	Date 9-8-08



## Administrative - Master Syllabus

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

1. The writing process.
2. Basic essay organization
3. Rhetorical modes
  - Narration
  - Description
  - Exemplification
  - Process
  - Cause and Effect
  - Comparison and Contrast
  - Classification
  - Definition
4. Sentence structure
5. Analysis of writing

## II. Course Learning Outcomes

Course Learning Outcome	Method of Assessment
1. Students will be able to apply the principles of writing as a process, which includes prewriting and invention, drafting, revising, proofreading, and editing.	1. Rubric-scored essays
2. Students will be able to apply appropriate modes of organization, including paragraph development, introductions and conclusions, in the development of expository essays.	2. Rubric-scored essays
3. Students will write paragraphs and essays with a thesis for a specific audience and purpose.	3. Rubric-scored essays
4. Students will be able to organize and write an effective 500-word essay.	4. Rubric-scored essays
5. Students will be able to analyze an essay and discuss the writer's thesis, style, audience, organization, and use of rhetorical modes.	5. Rubric-scored essays and reading quizzes
6. Students will be able to think critically about writing and reading assignments.	6. Rubric-scored essays and reading quizzes
7. Students will be able to recognize errors in sentences.	7. Rubric-scored essays; grammar pre- and post-tests

**III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.**

Required:

Hacker, Diana. *The Bedford Handbook*. Bedford-St Martin's. Current edition

AND

Kirzner, Laurie G. and Stephen R. Mandell. *Patterns for College Writing*. Bedford-St. Martin's. Current edition

OR

Miller, George. *The Prentice Hall Reader*. Prentice-Hall. Current edition.**IV. Suggested Course Maximum - 25****V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.****VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course**

Minimum Requirements:

1. Six to 8 essays. Early paragraph assignments may be counted as one essay.
2. Assignments in the form of short quizzes and various exercises.
3. Final examination to include an exit essay.

Grading Practices:

1. Essays should be graded and returned to the student as quickly as possible. In addition to marking mechanical errors, the instructor should make evaluative comments. Each marked error should be corrected by the student on the back of the preceding page and on the line opposite the error so that the instructor can look at the error and the correction at the same time. When the essay is satisfactorily corrected, the instructor will file it. (The instructor should keep the paper until mid-semester of the following term. After that time, all essays should be destroyed.)

2. All writers make mechanical errors; however, instructors should emphasize that students must keep their writing free of certain kinds of errors. Among them are the following:

Ineffective sentence fragments

Shifts in constructions

Fused (run-on) sentences

Comma splices

Pronoun errors

Subject-verb errors

Faulty complements

Misplaced modifiers

Confusion of commonly used words. Examples:

Their/ There/ They're

Its/ It's Loose/ Lose

Except/ Accept

Were/ Where

3. Instructors should value content and organization as fifty to sixty-five percent of an essay's grade and mechanics as thirty-five to fifty percent of the grade. Mechanical errors on papers written in class should not be penalized as severely as those on papers written out of class.

Order of Assignments:

Instructors should observe the following schedule for the first week so that students changing sections will not be at a disadvantage in their new sections:

Distribution of Instructor Handouts with Mandatory standardized Cover Sheet and completion of confirmation of receipt of handouts

Diagnostic essay

Introduction to the course

After the first week, instructors should present material in the order they determine is best suited to the needs of their individual sections.

**VII. Curriculum Checklist**

- **Academic General Education Course** (from ACGM – but not in WCJC Core)  
No additional documentation needed

- **Academic WCJC Core Course**  
Attach the Core Curriculum Checklist, including the following:

- Basic Intellectual Competencies
- Perspectives
- Exemplary Educational Objectives

- **WECM Courses**  
Attach the following:

- Program SCANS Matrix
- Course SCANS Competencies Checklist



## Core Curriculum Checklist

## Page 1: Competencies

Course Prefix & Number: ENGL 1301	
Competency	Method of Assessment
READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials – books, articles, and documents.	Students develop reading competency by reading numerous essays from their text, and their understanding of the essays are measured by quizzes, journal entries, class discussion, etc.
WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience.	Rubric-scored essays
SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience.	
LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.	Students engage in classroom discussion of assigned readings and other materials.
CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies.	Students engage in critical thinking while writing essays, engaging in class discussions, and completing class activities.
COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information.	

**Page 2: Perspectives**

Course Prefix & Number: ENGL 1301	
<b>Perspective</b>	<b>Method of Assessment</b>
1. Establish broad and multiple perspectives of the individual in relationship to the larger society and world in which he or she lives, and help the student to understand the responsibilities of living in a culturally- and ethnically-diversified world;	Students are required to write essays based on culturally and ethnically diverse texts involving individual & social issues.
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life to understand ways to be a responsible member of society;	Examinations/papers require students to address texts that reflect political/economic/social issues of various periods and cultural backgrounds.
3. Recognize the importance of maintaining health and wellness;	
4. Develop a capacity to use knowledge of how technology and science affect lives;	
5. Develop personal values for ethical behavior;	Students read selections and are required to respond to texts that include examples of laudatory and base ethical/moral behaviors.
6. Develop the ability to make aesthetic judgments;	Students must demonstrate their ability to make aesthetic judgments regarding assigned literary texts by responding to essay questions and participating in classroom discussions.
7. Use logical reasoning in problem solving;	Students are required in examinations, assigned papers, and discussions to deal with problems in logical thinking as they appear in the political, economic, and social content of assigned readings.
8. Integrate knowledge and understanding of the interrelationships of the scholarly disciplines	In essays, papers, and class discussions, students must demonstrate their knowledge of and ability to incorporate into this course basic knowledge of other disciplines such as history, economics, geography, psychology, sociology, music, and the arts.

**Page 3: Exemplary Educational Objectives**

Course Prefix & Number: ENGL 1301	
<b>Component Area: Communications</b>	
Exemplary Educational Objective	Method of Assessment
1. Understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.	Rubric-scored essays; Students are required to create and revise six to eight essays in the various rhetorical modes.
2. Understand the importance of specifying audience and purpose, and select appropriate communication choices.	Rubric-scored essays; In writing essays, students are required to specify an audience and purpose, using appropriate rhetorical modes.
3. Understand and appropriately apply modes of expression (descriptive, expository, narrative, scientific, and self-expressive) in written, visual, and oral communication.	Rubric-scored essays; Students must create and revise writing assignments in the rhetorical modes.
4. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.	Students engage in classroom discussion of assigned readings and other materials.
5. Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.	Rubric-scored essays; With assigned readings as the basis for writing topics, students create and expand prompts for essays and other expository writing assignments.
6. Develop the ability to research and write a documented paper and/or to give an oral presentation.	





## Evaluation of English 1301 Essays

	Indicators for an "A" Paper	Indicators for a "B" paper	Indicators for a "C" paper	Indicators for a "D" paper	Indicators for a "F" paper
<p><u>Essay Structure</u> The extent to which the writer addresses the topic and uses the pattern indicated by the prompt. The degree of adherence to the major components of an essay: introduction, lead-in, thesis, paragraphing, topic sentences, and conclusion</p>	<p>Topic clearly and fully addressed identifiable rhetorical pattern used throughout most of the essay. Arresting introduction. Thoughtful, well positioned thesis Three or more body paragraphs Effective topic sentences Strong conclusion</p>	<p>Topic addressed Identifiable rhetorical pattern used throughout most of the essay Interesting introduction Clear thesis At least three body paragraphs Acceptable topic sentence Competent conclusion</p>	<p>Topic partially addressed Identifiable rhetorical pattern used in parts of the essay Mechanical introduction Thesis apparent but trivial or too general Fewer than three body paragraphs Weak topic sentences Adequate conclusion</p>	<p>Topic minimally addressed Little adherence to an identifiable rhetorical pattern One or two sentence introduction Unclear or poorly placed thesis Fewer than three body paragraphs Poor topic sentences Weak conclusion</p>	<p>Topic merely repeated and not addressed Unidentifiable rhetorical pattern  Lack of an introduction Unclear or missing thesis Illogical paragraphing or lack of paragraphing Poor topic sentences Lack of conclusion</p>
<p><u>Development</u> The number, depth, and specificity of supporting details</p>	<p>The number, depth, and specificity of supporting details are persuasive Factual information is correct Assumption that are generally accepted as true, and if they are not, they are fully supported by argument</p>	<p>The number, depth, and specificity of supporting details to support the thesis Factual information is correct Assumptions are valid and generally accepted as true</p>	<p>The number, depth, and specificity of supporting details are minimal May be some errors of fact Assumptions may not be valid; and if they are ones that are not generally held to be true, they are not supported by argument</p>	<p>The number, depth, and specificity of supporting details are insufficient May be errors of fact Illogical assumptions</p>	<p>The number, depth, and specificity of supporting details are insufficient and/or irrelevant Errors of fact Illogical assumptions</p>
<p><u>Unity and Focus</u> The clarity with which the writer states and maintains the main idea</p>	<p>Main idea treated throughout the paper No extraneous ideas</p>	<p>Main idea treated in most of the essay A secondary idea, which is supportive of the main idea, may be included but remains undeveloped</p>	<p>Main idea treated in some parts of the essay A secondary idea that weakens the main idea or contradicts the main idea may be present</p>	<p>Main idea abandoned after first two paragraphs A secondary idea that is blatantly contradictory to main idea</p>	<p>Main idea is unclear Topic is abandoned after first paragraph</p>
<p><u>Organization</u> Logical sequence of ideas, plan and method of essay, and transitions</p>	<p>Essay progresses by clearly ordered and necessary stages Arrangement is effective Transitions are explicit and effective</p>	<p>Plan and method are apparent but not consistently fulfilled Arrangement is not the most effective Transitions are competent</p>	<p>Plan and method are apparent but not consistently fulfilled Sequence of ideas may not be logical Arrangement may not be logical Transitions are mechanical</p>	<p>Method and plan are not apparent Sequence of ideas is not logical Transitions are ineffective</p>	<p>Method of plan are not apparent Sequence of ideas is not logical Transitions are missing or inappropriate</p>
<p><u>Sentence Structure</u> The effectiveness of sentence structure and the extent to which the writing is free of errors in sentence structure and dictation</p>	<p>No fragments, run-ons, mixed constructions, or lacks of parallelism Sentence variety effectively used</p>	<p>Occasional fragments, run-ons, mixed constructions, or lacks of parallelism Little sentence variety</p>	<p>Some fragments, run-ons, mixed constructions, or lacks of parallelism Monotonous sentences</p>	<p>Several fragments, run-ons, mixed constructions, or lacks of parallelism Errors in sentence structure that interfere with communication of ideas</p>	<p>Sentences incoherent</p>
<p><u>Usage and Mechanical Conventions</u> The extent to which the writing shows care and precision in word choice and is free of errors in usage, is free of spelling errors, and follows the conventions of punctuation and capitalization</p>	<p>Correct use of idioms Precise and distinctive diction Correct use of adjectives and adverbs No errors in subject-verb agreement or shifts in voice, mood, and tense No errors in pronoun usage No errors in spelling, punctuation, or capitalization</p>	<p>Correct use of idioms Diction is correct but undistinguished Correct use of adjectives and adverbs Minimal errors in subject-verb agreement and in shifts in voice, mood, and tense Minimal errors in pronoun usage Minimal errors in spelling, punctuation, or capitalization</p>	<p>Minor errors in idiomatic usage Diction is generally correct but may be too informal (use of second person, contractions, slang) Minimal errors in use of adjectives and adverbs Occasional errors in subject-verb agreement and in shifts in voice, mood, and tense Occasional errors in pronoun usage Occasional errors in spelling, punctuation, and capitalization</p>	<p>Imprecise diction Unidiomatic and incorrect usage Several errors in use of adjective and adverbs Several errors in subject-verb agreement and in shifts in voice, mood, and tense Several errors in pronoun usage Several errors in spelling, punctuation, or capitalization</p>	<p>Use of substandard language Unidiomatic and incorrect usage Numerous errors in use of adverbs Numerous errors in subject-verb agreement and in shifts in voice, mood, and tense Numerous errors in pronoun usage Numerous errors in spelling, punctuation, or capitalization</p>