



**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** – English 1301

**Department** – English and Humanities

**Division** – Communication and Fine Arts

**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

**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.

List Lab/ Other Hours
Lab Hours 0
Clinical Hours 0
Practicum Hours 0
Other (list) 0

**Prerequisites/Co-requisites** – TSI satisfied in reading and writing.

*Prepared by* Sharon Prince

*Date* April 22, 2013

*Reviewed by Department Head* Sharon Prince

*Date* April 22, 2013

*Accuracy verified by Division Chair* Dr. Pam Speights

*Date* April 30, 2013

*Approved by Academic Dean* *gghunt*

*Date* 7/10/13



**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**

<b>Learning Outcomes</b>	<b>Methods of Assessment</b>
<p><b>Upon successful completion of this course, students will:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of individual and collaborative writing processes.</li> <li>2. Develop ideas with appropriate support and attribution.</li> <li>3. Write in a style appropriate to audience and purpose.</li> <li>4. Read, reflect, and respond critically to a variety of texts.</li> <li>5. Use Edited American English in academic essays.</li> </ol>	<ol style="list-style-type: none"> <li>1. Rubric-scored essays.</li> <li>2. Rubric-scored essays</li> <li>3. Rubric-scored essays</li> <li>4. Rubric-scored essays and reading quizzes</li> <li>5. Rubric-scored essays and grammar pre- and post-tests</li> </ol>

**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

Flachmann, Kim and Michael Flachmann, *Nexus: A Rhetorical Reader for Writers*. Pearson. Current edition.

**IV. Suggested Course Maximum - 26**

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

Preferred classroom with student computers and teacher's computer with a projector

**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**

Total word count requirement for the semester: 2500 words

Mandatory—All students must write the following essays in ENGL 1301.

- comparison/contrast essay
- cause/effect essay

Optional--choose at least two--

- definition essay
- process essay
- argument or persuasion essay
- exemplification/illustration essay
- narrative essay
- descriptive essay
- classification/division essay
- (narration and description may be combined)

Required:

- At least one essay must use three sources and have a works cited. Word count for the research essay must be 700-800 words.
- Possible modes: comparison/contrast, cause/effect, argument, persuasion, or exemplification/illustration.

Required:

- One oral assessment which can be linked to an essay assignment, to readings from *Nexus*, or to grammar concepts

Required:

- One collaborative assignment that must be an essay.

Required:

- Grammar pre-test and grammar post-test. Post-test must be counted for at least 5% of the total course grade.

Additional work:

- Assignments in the form of short quizzes and various exercises.
- Final exam/grammar post-test.

### Grading Practices:

1. Essays should be returned as quickly as possible.
2. Instructors have the option of allowing students to revise for a higher grade on one or all assignments.
3. Instructors should focus on helping students learn how to eliminate errors, such as the following:
  - a. Ineffective sentence fragments
  - b. Fused sentences
  - c. Comma splices
  - d. Pronoun errors
  - e. Shifts in construction
  - f. Faulty complements
  - g. Subject-verb errors
  - h. Misplaced and dangling modifiers
  - i. Commonly confused word errors
    - i. Their/they're/there\
    - ii. It's/its
    - iii. Etc.
4. Instructors should weigh grammar/mechanics as 30-35% of the overall grade. Mechanical errors in papers written in class should not be penalized as severely as errors in papers written outside of class.

### Order of Assignments:

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

Distribution of Student Syllabus with mandatory cover sheet. Signing of acknowledgement of receipt of syllabus. Signing of the Statement on Academic Integrity.

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.

90-100: A; 80-89: B; 70-79: C; 60-69: D; 59 and below: F

Overall distribution of graded components of the course:

Quizzes/class work/homework: 10-20%

Midterm (optional): 10-20%

Final: 5-20%

Grammar post-test: 5% (which may be used as the final)

Four required essays (two mandatory modes/two optional modes): 50-70% (not to include an essay final if one is given)

## 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 Review Forms

- Critical Thinking
- Communication
- Empirical & Quantitative Skills
- Teamwork
- Social Responsibility
- Personal Responsibility

- **WECM Courses**  
If needed, revise the Program SCANS Matrix & Competencies Checklist.

## Statement on Academic Integrity:

**Wharton County Junior College** requires that students submit their own work, whether they are writing papers, taking exams, or making oral presentations. Plagiarism, taking someone else's words or ideas and representing them as one's own, is expressly prohibited by the college. Good academic work must be based on honesty. Submitting someone else's work as one's own is considered a serious offense by the college. Student academic dishonesty includes but is not limited to the following:

- copying the work of another during an examination or turning in a paper or an assignment written, in whole or in part, by someone else;
- copying from books, magazines, or other sources, including the Internet or electronic databases like EBSCOhost and eLibrary, or paraphrasing ideas from such sources without acknowledging them;
- submitting an essay for one course to a second course without having sought prior permission from your instructor;
- giving a speech and using information from books, magazines, or other sources or paraphrasing ideas from such sources without acknowledging them.

NOTE on Team or Group Assignments: When you have an assignment that requires collaboration, it is expected that the work that results is credited to the team unless individual parts have been assigned. However, the academic integrity policy applies to the team as well as to its members. All outside sources must be credited as outlined above.

Instructors may require students to submit all written work on disks for submission to Safe Assignment, which is a service that compares student papers with all Internet sources to verify that the student has properly credited all sources downloaded.

### CONSEQUENCES for Academic Dishonesty:

Disciplinary action will be pursued in all instances in which it is determined that academic dishonesty has occurred. In the case of suspected wrongdoing, the faculty member may file charges with the Dean of Students, inform his or her department head, and follow the process specified by the college.

Disciplinary action may include but is not limited to the following:

- Assignment of a failing grade for a test, examination, or assignment;
- Assignment of a failing grade for the course;
- Assignment of a student disciplinary sanction from the college;
- Suspension or expulsion from the college.

*I acknowledge that I have read this Academic Integrity Policy and the consequences for violating it.*

Print Name \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_ Student ID Number \_\_\_\_\_

\*adapted from Robert Morris University's Academic Integrity Policy

## 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 diction</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>



**Core Curriculum Review Form**

Foundational Component Area: **Communication**

Course Prefix & Suffix: \_\_\_\_\_

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
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	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:
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			

Department Head: \_\_\_\_\_

Date: \_\_\_\_\_



**Core Curriculum Review Form**

Foundational Component Area: **Communication**

Course Prefix & Suffix: \_\_\_\_\_

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
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	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:
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			

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Department Head: \_\_\_\_\_  
 WCJC Core Curriculum Review Form-Communication (April 2013)  
 (Modified from Collin College)

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**Core Curriculum Review Form**

Foundational Component Area: **Communication**

Course Prefix & Suffix: \_\_\_\_\_

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
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	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:
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			

Department Head: \_\_\_\_\_

Date: \_\_\_\_\_



## Core Curriculum Review Form

Foundational Component Area: **Communication**

Course Prefix & Suffix: \_\_\_\_\_

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
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	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:
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
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Department Head: \_\_\_\_\_  
 WCJC Core Curriculum Review Form-Communication (April 2013)  
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