ENG-1010: COLLEGE COMPOSITION I

Cuyahoga Community College

Viewing: ENG-1010: College Composition I

Board of Trustees:
2017-05-25

Academic Term:
2017-08-24

Subject Code
ENG - English

Course Number:
1010

Title:
College Composition I

Catalog Description:
Study of and practice in academic writing; reading and interpretation of selected texts. Course may be thematically organized.

Credit Hour(s):
3

Lecture Hour(s):
3

Lab Hour(s):
0

Other Hour(s):
0

Requisites

Prerequisite and Corequisite
Appropriate placement test score, or ENG-0900 Transition to College English; or ENG-0990 Language Fundamentals II; or ESL-1310 English as a Second Language: Grammar for Communication III and ESL-1321 ESL: Reading and Writing III, and ESL-1331 English as a Second Language: Speaking and Listening III; or ESL-1510 English as a Second Language: Accelerated Grammar II, and ESL-1520 English as a Second Language: Accelerated Writing II, and ESL-1530 English as a Second Language: Accelerated Speaking & Listening II, and ESL-1540 English as a Second Language: Accelerated Reading II; or departmental approval.

I. ACADEMIC CREDIT

Academic Credit According to the Ohio Department of Higher Education, one (1) semester hour of college credit will be awarded for each lecture hour. Students will be expected to work on out-of-class assignments on a regular basis which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity. For laboratory hours, one (1) credit shall be awarded for a minimum of three laboratory hours in a standard week for which little or no out-of-class study is required since three hours will be in the lab (i.e. Laboratory 03 hours). Whereas, one (1) credit shall be awarded for a minimum of two laboratory hours in a standard week, if supplemented by out-of-class assignments which would normally average one hour of out-of-class study preparing for or following up the laboratory experience (i.e. Laboratory 02 hours). Credit is also awarded for other hours such as directed practice, practicum, cooperative work experience, and field experience. The number of hours required to receive credit is listed under Other Hours on the syllabus. The number of credit hours for lecture, lab and other hours are listed at the beginning of the syllabus. Make sure you can prioritize your time accordingly. Proper planning, prioritization and dedication will enhance your success in this course.

The standard expectation for an online course is that you will spend 3 hours per week for each credit hour.

II. ACCESSIBILITY STATEMENT

If you need any special course adaptations or accommodations because of a documented disability, please notify your instructor within a reasonable length of time, preferably the first week of the term with formal notice of that need (i.e. an official letter from the Student Accessibility Services (SAS) office). Accommodations will not be made retroactively.
III. ATTENDANCE TRACKING

Regular class attendance is expected. Tri-C is required by law to verify the enrollment of students who participate in federal Title IV student aid programs and/or who receive educational benefits through other funding sources. Eligibility for federal student financial aid is, in part, based on your enrollment status.

Students who do not attend classes for the entire term are required to withdraw from the course(s). Additionally, students who withdraw from a course or stop attending class without officially withdrawing may be required to return all or a portion of the financial aid based on the date of last attendance. Students who do not attend the full session are responsible for withdrawing from the course(s).

Tri-C is responsible for identifying students who have not attended a course, before financial aid funds can be applied to students’ accounts. Therefore, attendance will be recorded in the following ways:

For in-person courses, students are required to attend the course by the 15th day of the semester, or equivalent for terms shorter than 5-weeks, to be considered attending. Students who have not met all attendance requirements for an in-person course, as described herein, within the first two weeks of the semester, or equivalent, will be considered not attending and will be reported for non-attendance and dropped from the course.

For blended-learning courses, students are required to attend the course by the 15th day of the semester, or equivalent for terms shorter than 5-weeks, or submit an assignment, to be considered attending. Students who have not met all attendance requirements for a blended-learning course, as described herein, within the first two weeks of the semester, or equivalent, will be considered not attending and will be reported for non-attendance and dropped from the course.

For online courses, students are required to log in at least two (2) times per week and submit one (1) assignment per week for the first two (2) weeks of the semester, or equivalent to the 15th day of the term. Students who have not met all attendance requirements for an online course, as described herein, within the first two weeks of the semester, or equivalent, will be considered not attending and will be reported for non-attendance and dropped from the course.

At the conclusion of the first two weeks of a semester, or equivalent, instructors report any registered students who have “Never Attended” a course. Those students will be administratively withdrawn from that course. However, after the time period in the previous paragraphs, if a student stops attending a class, wants or needs to withdraw, for any reason, it is the student’s responsibility to take action to withdraw from the course. Students must complete and submit the appropriate Tri-C form by the established withdrawal deadline.

Tri-C is required to ensure that students receive financial aid only for courses that they attend and complete. Students reported for not attending at least one of their registered courses will have all financial aid funds held until confirmation of attendance in registered courses has been verified. Students who fail to complete at least one course may be required to repay all or a portion of their federal financial aid funds and may be ineligible to receive future federal financial aid awards. Students who withdraw from classes prior to completing more than 60 percent of their enrolled class time may be subject to the required federal refund policy.

If illness or emergency should necessitate a brief absence from class, students should confer with instructors upon their return. Students having problems with class work because of a prolonged absence should confer with the instructor or a counselor.

IV. CONCEALED CARRY STATEMENT

College policy prohibits the possession of weapons on college property by students, faculty and staff, unless specifically approved in advance as a job-related requirement (i.e., Tri-C campus police officers) or, in accordance with Ohio law, secured in a parked vehicle in a designated parking area only by an individual in possession of a valid conceal carry permit.

As a Tri-C student, your behavior on campus must comply with the student code of conduct which is available on page 29 within the Tri-C student handbook, available athttp://www.tri-c.edu/student-resources/documents/studenthandbook.pdfYou must also comply with the College’s Zero Tolerance for Violence on College Property available athttp://www.tri-c.edu/policies-and-procedures/documents/3354-1-20-10-zero-tolerance-for-violence-policy.pdf

Outcomes

Course Outcome(s):

Write compositions using appropriate rhetorical strategies that may include but are not limited to summary, analysis, report, reflection, narration, proposal, persuasion, and argumentation, with opportunities for response and revision.
Essential Learning Outcome Mapping:
Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Objective(s):
1. Differentiate between primary and secondary sources.
2. Recognize and define plagiarism in order to avoid any form of it in one's writing.
3. Use digital environments to support writing tasks such as drafting, reviewing, revising, editing and sharing texts.
4. Write a minimum of 5000 total words (roughly 20 pages of written work). Electronic or other projects of equivalent rigor and substance may be included, but the primary focus of the course must be the composing of formal written work, on which 70% of the final grade in the course must be based.
5. Develop a thesis.
6. Demonstrate competent written organization, logic, and development.
7. Integrate concepts from sources with one's personal experience in assigned writing.
8. Apply appropriate methodology and content from other disciplines to writing assignments.

Course Outcome(s):
Read, interpret, and analyze, both verbally and in writing, various kinds of texts that may include but are not limited to nonfiction essays, articles, reports, literature, advertisements, photographs, other forms of visual art, and videos.

Essential Learning Outcome Mapping:
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.
Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):
1. Evaluate assigned selections on the basis of criteria appropriate for that genre.
2. Distinguish between main points and supporting details.
3. Identify themes, images, and motifs.
4. Identify the objectivity and reliability of information found in texts.
5. Identify purpose and audience of selected texts.

Course Outcome(s):
Apply proofreading, editing, and revising techniques to all writing assignments and written communication.

Essential Learning Outcome Mapping:
Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):
1. Edit and proofread written work for effective syntax, organization, logic, development, coherence, and significance.
2. Demonstrate that college level writing is a process that requires constant revision and editing.
3. Utilize various forms of collaboration to prepare written work.

Methods of Evaluation:
1. Diagnostic writing (to be assigned at the beginning of the course)
2. Formal writing
3. Informal writing
4. Writing workshops
5. Student-Instructor conferences
6. Writing portfolios
7. Quizzes

Course Content Outline:
1. Reading texts critically to
   a. Identify main idea and supporting details
   b. Identify themes, images, and motifs
c. Recognize models for writing
d. Explore aesthetic values

2. Developing skills for writing expository, argumentative, and persuasive papers
   a. Analyzing the purpose and audience for an assignment
   b. Identifying the thesis
   c. Using logic to support the thesis
   d. Planning compositions with prewriting and/or outlining techniques
   e. Evaluating sources for appropriateness and bias
   f. Avoiding plagiarism
      i. Definition
         1. Representing another writer’s words or ideas as one’s own
         2. Re-use of writer’s own previously written assignments without notification/permission from instructor
      ii. Types
         1. Misrepresentation
         2. Patchwork plagiarism
         3. Failure to acknowledge sources
         4. Failure to note citations
         5. Insufficient citations

3. Applying skills for writing expository, argumentative, and persuasive papers
   a. Stating the thesis
   b. Planning
   c. Writing
   d. Participating in collaborative work (peer revising)
   e. Revising and proofreading the paper
      i. Correcting grammatical errors
      ii. Revising sentence level quality
         1. Syntax
         2. Diction
         3. Organization
         4. Logic
         5. Development
         6. Coherence
         7. Significance
      iii. Revising to achieve clarity of thought

Resources


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<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Edition Details</th>
<th>Place of Publication</th>
<th>Publisher</th>
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<tbody>
<tr>
<td>Hesford, Wendy S. and Brenda Brueggemann</td>
<td><em>Rhetorical Visions: Reading and Writing in a Visual Culture</em></td>
<td></td>
<td>Upper Saddle River, NJ</td>
<td>Pearson</td>
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<td>Krasny, Michael and M.E. Sokilik</td>
<td><em>Sound Ideas</em></td>
<td></td>
<td>New York</td>
<td>McGraw-Hill</td>
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<tr>
<td>Latterell, Catherine G.</td>
<td><em>Remix: Reading and Composing Culture</em></td>
<td>2nd. or current edition.</td>
<td>Boston</td>
<td>Bedford/St. Martin's</td>
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<td>O'Sullivan, Patrick, Howard Tinberg and Sheridan Blau, eds.</td>
<td><em>What is &quot;College-Level&quot; Writing? Volume 2: Assignments, Readings, and Student Writing Samples</em></td>
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<td>Urbana, IL</td>
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<tr>
<td>Tinberg, Howard and Jean-Paul Nadeau</td>
<td><em>The Community College Writer: Exceeding Expectations</em></td>
<td></td>
<td>Urbana, IL</td>
<td>NCTE</td>
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<tr>
<td>Hewitt, Beth and Christa Ehmann Powers</td>
<td><em>Preparing Educators for Online Writing Instruction: Principles and Processes</em></td>
<td></td>
<td>Urbana, IL</td>
<td>NCTE</td>
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<tr>
<td>Huot, Brian and Peggy O'Neill, eds.</td>
<td><em>Assessing Writing: A Critical Sourcebook</em></td>
<td></td>
<td>Boston</td>
<td>Bedford/St. Martin's  and NCTE</td>
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**Instructional Services**

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