1. **COURSE TITLE\*:** English Composition I
2. **CATALOG – PREFIX/COURSE NUMBER/COURSE SECTION\*:** ENGL 1101
3. **PREREQUISITE(S)\*:**

One of the following:

1. Accuplacer Writeplacer score of 5 or above.

2. ACT English score of 18 or above.

3. SAT score of Writing 430 and Critical Reading 450 or above.

4. Successful completion of ENGL 1000 with a C or better.

5. A high school English/Language Arts grade average of B or higher with an

 Accuplacer score of 4 or above.

**COREQUISITE(S)\*:**

1. **COURSE TIME/LOCATION/MODALITY: (*Course Syllabus – Individual Instructor Specific*)**
2. **CREDIT HOURS\*:** 3 **LECTURE HOURS\*:** 3

 **LABORATORY HOURS\*: (contact hours)** 0 **OBSERVATION HOURS\*:** 0

1. **FACULTY CONTACT INFORMATION: *(Course Syllabus – Individual Instructor Specific)***
2. **COURSE DESCRIPTION\*:**

This course provides an introduction to expository writing, emphasizing the clear and concise expression of ideas in a variety of rhetorical modes.

1. **LEARNING OUTCOMES\*:**

Upon completion of English 1101, students will demonstrate:

 1. Rhetorical Knowledge: an understanding of the basic elements that define a

 writing situation, such as purpose, audience, and tone. They will also show an

 ability to develop and present ideas by making appropriate choices regarding

 focus, content, structure, and format.

 2. Critical Thinking, Reading, and Writing: an understanding of an author’s and

 text’s argument, style, and intent. They will also show an ability to analyze and

 respond to a text via critical writing.

 3. Knowledge of Composing Processes: an understanding of writing as a process: a

 series of tasks involving invention, drafting, revising, and editing.

 4. Collaboration: an ability to work with others to improve their own and others’

 texts.

 5. Knowledge of Conventions: an ability to apply stylistic guidelines and follow

 conventions in usage and formatting.

 6. Composing and Conducting Research in Electronic Environments: an

 understanding of media and technology in regards to new opportunities for

 composing and publishing texts; an ability to locate, identify, and use SSCC

 library resources (such as academic journal articles published in peer-reviewed

 journals on library databases). In addition, they should have the ability to conduct

 research using OPASS, OhioLink, and the internet.

 7. Minimal Course Requirement: an ability to compose a variety of texts with opportunities for response and revision. A minimum of 5000 total words (roughly

 20 total 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.

1. **ADOPTED TEXT(S)\*:**

*The Norton Field Guide to Writing with Readings*

6th Edition with *InQuizitive* and *Little Seagull* access codes

Richard Bullock, et al.

W.W. Norton & Company, 2022

ISBN for Follett Inclusive Access: 978-0-393-88437-1

ISBN: for students who do not want Inclusive Access: 978-0-393-88407-4 (Paperback)

ISBN:for students who do not want Inclusive Access**:** 978-0-393-88406-7 (Ebook and Learning Tools)

OR

OhioLink First Year Writing Course

A Free Online Educational Resource from the Ohio Dept. of Higher Ed.

<https://ohiolink.oercommons.org/courseware/8>

**9a: SUPPLEMENTAL TEXTS APPROVED BY FULL TIME DEPARTMENTAL FACULTY (INSTRUCTOR MUST NOTIFY THE BOOKSTORE BEFORE THE TEXTBOOK ORDERING DEADLINE DATE PRIOR TO ADOPTION) \*\*\*.**

The following supplemental text(s) have been approved by the English department and may be used, provided the instructor notifies the bookstore before its textbook ordering deadline.

*Hillbilly Elegy: A Memoir of a Family and Culture in Crisis* by J.D. Vance

 Harper Paperbacks, 2018

ISBN: 9780062300553

OR

*Hillbilly Elegy: A Memoir of a Family and Culture in Crisis* by J.D. Vance

 Harper (hardback) 2016

 ISBN: 9780062300546

1. **OTHER REQUIRED MATERIALS: (SEE APPENDIX C FOR TECHNOLOGY REQUEST FORM.)\*\***

At the discretion of the instructor.

1. **GRADING SCALE\*\*\*:**

Grading will follow the policy in the catalog. The scale is as follows:

A: 90 – 100

 B: 80 – 89

 C: 70 – 79

 D: 60 – 69

 F: 0 – 59

1. **GRADING PROCEDURES OR ASSESSMENTS: (*Course Syllabus – Individual Instructor Specific***

Students meet course objectives upon achieving an average grade of “C” for essays and an average grade of **“C”** for the course. In determining grades for essays, instructors will use the English Department’s Essay Evaluation Scale (<https://www.sscc.edu/syllabi/assets/English%20Rubric.pdf>).

The following is an example only; however, writing assignments should determine at least 70% of a student’s final grade:

|  |  |  |
| --- | --- | --- |
| *Category* | ***EXAMPLE ONLY****Total Points* | *% of Grade* |
| Essays and Formal Writing Assignments | 700 | 70% |
| Quizzes/Exams | 50 | 5% |
| Projects | 100 | 10% |
| Assignments | 100 | 10% |
| Attendance | 50 | 5% |
| Total | 1000 | 100% |

1. **COURSE METHODOLOGY: *(Course Syllabus – Individual Instructor Specific)***

**Face-to-face** classes will consist of lectures, class discussions, small group projects, videos, outside assignments, informal and formal writing assignments, and supplemental materials. Interactive class discussion is encouraged and staying current on reading assignments necessary to be able to actively participate in class discussions. Quizzes and exams may be required. This course may require accessing and submitting assignments to a supplemental course on the college’s LMS (learning management system).

**Hybrid and/or Online** version of this course may consist of any of the above types of methods and assignments and may include recorded lectures and supplemental materials, discussion board posts and responses, video viewing, various types of quizzes and exams, various informal and formal writing assignments. Students will be required to access and complete course work on the college’s LMS (learning management system).

1. **COURSE OUTLINE: *(Course Syllabus – Individual Instructor Specific)***

***(Insert sample course outline with learning outcomes tied to assignments / topics.)***

 **SAMPLE** COURSE OUTLINE

**Week 1 / Learning Outcomes: 1, 2, 3, 5**

* Course Overview and Academic Literacies
* Chapter 1: Writing in Academic Contexts
* Chapter 2: Reading in Academic Contexts
* Chapter 3: Summarizing and Responding
* Chapter 4: Developing Academic Habits of Mind

**Week 2 / 1, 2, 3, 5, 6, 7**

* Moving from Reading Critically to Writing Critically
* Rhetorical Situations
* Chapters 5, 6, 7, 8, 9 (Purpose/Audience/Genre/Stance/Media and Design)
* Writing Evaluations and Annotated Bibliographies
* First Short Assignment Due (50 points): Crafting an Annotated Entry

Chapter 16: Evaluations

Chapter 15: Annotated Bibliographies

**Week 3 / 1, 2, 3, 5, 6**

* First Major Paper Discussion: The Analytical Summary (100 Points)
* Locating Major Claims and Learning to Explain Evidence
* Opening Statement/Thesis/Body Paragraphs/Conclusion
* In-Class Build of Example Paper

Chapter 11: Analyzing Texts

**Week 4 / 1, 2, 3, 4, 5, 6**

* Rough Draft of Paper 1 due
* In-Class Workshop of Papers
* Peer Review
* Individual Meetings with Instructor

**Week 5 / 1, 2, 3, 5, 6, 7**

* Final Draft of Paper 1 Due
* Major Paper 2 Discussion: The Compare/Contrast Paper (100 Points)
* Locating and Evaluating Sources Online
* Selecting An Appropriate Topic
* In-Class Build of Example Compare/Contrast Paper

Chapter 38: Classifying and Dividing

Chapter 39: Comparing and Contrasting

Chapter 47: Finding Sources

**Week 6 / 1, 2, 3, 4, 5, 6, 7**

* Second Short Assignment Due: Annotated Bibliography of Compare/Contrast Sources Due (50 Points)
* Rough Draft of Major Paper 2 Due
* In-Class Workshop of Papers
* Peer Review
* Individual Meetings with Instructor

**Week 7 / 1, 2, 3, 5, 6, 7**

* Major Paper 2 Due
* Major Paper 3 Discussion: The Argumentative Paper (100 Points)
* Choosing an Appropriate Argument
* Developing a Working Thesis

Chapter 13: Arguing a Position

Chapter 37: Arguing

**Week 8 / 1, 2, 3, 5, 6**

* Beginning Research
* How to Use Complicating Evidence
* Basic MLA Format
* Paraphrasing/Summary/Citation

Chapter 46: Getting Started on Research

Chapter 47: Finding Sources

Chapter 48: Evaluating Sources; 49: Synthesizing Ideas; 50: Quoting, Paraphrasing, Summarizing; 51: Acknowledging Sources, Avoiding Plagiarism; 52: Documentation

**Week 9 / 1, 2, 3, 4, 5, 6, 7**

* Third Short Assignment Due: The Abstract (50 Points)
* Rough Draft of Argumentative Paper Due
* Revising the Researched Paper
* Using a Working Thesis as a Tool For Revision
* In-Class Workshop of Papers
* Peer Review
* Individual Meetings with Instructor

Chapter 31: Assessing Your Own Writing

Chapter 32: Getting Response and Revising

Chapter 33: Editing and Proofreading

**Week 10 / 1, 2, 3, 5, 6, 7**

* Final Drafts of Major Paper 3 Due
* Professional Writing: Proposals

Chapter 20: Proposals

**Week 11 / 1, 2, 3, 5, 6, 7**

* Professional Writing Assignment Due (50 Points)
* Major Paper 4 Discussion: Literary Analysis (100 Points)
* Analyzing Literature
* Theme/Metaphor/Symbol/Point Of View/Plot
* In-Class Analysis of Poem
* In-Class Analysis of Short Story

Chapter 17: Literary Analyses

From Readings Section of Textbook – Literary Analyses

**Week 12 / 1, 2**

* In-Class Discussion of Story 1
* In-Class Discussion of Story 2
* In-Class Discussion of Story 3

Texts: TBD by Instructor

**Week 13 / 1, 2, 3, 4, 5, 6**

* Rough Draft of Major Paper 4 Due
* In-Class Workshop of Paper 4
* Peer Review
* Individual Meetings with Instructor

**Week 14 / 1, 2, 3, 5, 6**

* Final Draft of Major Paper 4 Due
* Discussion of Major Paper 5 Due: The Personal Narrative
* Knowing your Audience
* Selecting an Appropriate Topic
* In-Class Reading and Discussion

Chapter 18: Memoirs

Readings Section - Memoirs

Chapter 21: Explorations

Readings Section - Explorations

**Week 15 / 1, 2, 3, 4, 5, 6**

* Rough Draft of Major Paper 5 Due
* In-Class Workshop
* Peer Review
* Individual Meetings with Instructor
* Online Publishing

Chapter 58: Writing and Learning Online

Chapter 59: Giving Presentations

**Finals Week / 1, 2, 3, 5, 6, 7**

* Major Paper Five Due

**15. SPECIFIC MANAGEMENT REQUIREMENTS\*\*\*:**

* Nominal enrollment in sections of English 1101 will be limited to 20 students.
* Students should have the opportunity to practice writing as a process, working through stages of invention, drafting, revising, and editing.
* A minimum of 5000 total words (roughly 20 total 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
* Essays should account for no less than 70% of a student’s final grade.
* Essays should be typed or computer-generated and adhere to basic MLA style guidelines as indicated below:
1. Use a standard, non-decorative 12-point font, ideally Times New Roman.
2. Do not justify the lines at the right margin.
3. Use a high quality printer, print on one side of the paper only, and use black ink.
4. Use good quality 8 ½ by 11-inch paper.
5. Use 1-inch margins and indent the first word of a paragraph by one-half inch.
6. Double-space.
7. Provide a flush left heading and a centered title. Do not use a title page.

**16. FERPA:\***

Students need to understand that their work may be seen by others. Others may see your work when being distributed, during group project work, or if it is chosen for demonstration purposes. Students also need to know that there is a strong possibility that your work may be submitted to other entities for the purpose of plagiarism checks.

**17. ACCOMMODATIONS: \***

Students requesting accommodations may contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431, X 2604.

Students seeking a religious accommodation for absences permitted under Ohio’s Testing Your Faith Act must provide the instructor and the Academic Affairs office with written notice of the specific dates for which the student requires an accommodation and must do so no later than fourteen (14) days after the first day of instruction or fourteen (14) days before the dates of absence, whichever comes first. For more information about Religious Accommodations, contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431 X 2604.

**18. OTHER INFORMATION\*\*\*:**

**SYLLABUS TEMPLATE KEY**

**\*** Item cannot be altered from that which is included in the master syllabus approved by the Curriculum Committee.

**\*\*** Any alteration or addition must be approved by the Curriculum Committee

**\*\*\*** Item should begin with language as approved in the master syllabus but may be added to at the discretion of the faculty member.