

ENG101: English Composition I

Syllabus Overview

This syllabus contains all relevant information about the course: its objectives and outcomes, the grading criteria, the texts and other materials of instruction, and weekly topics, outcomes, assignments, and due dates. Consider this your roadmap for the course. Please read through the syllabus carefully and ask questions if you would like anything clarified. Please print a copy of this syllabus for reference.

Course Description

3 Credits

Prerequisite: None

English Composition is a foundation writing course, providing students with an introduction to/review of the composition process; a process which will serve them well throughout their studies here as well as in their personal professional lives. Using progressive interactive learning tools, students engage in a comprehensive grammar review, thoroughly examine the three stage writing process (pre-writing/writing/revising), and employ utilitarian essay formats to develop and refine their compositional skills. Students demonstrate their understanding of the material through highly interactive weekly assessments, culminating in a multi-tiered writing challenge designed to test their metacognitive learning processes.

Course Outcomes

At the completion of this course, students should be able to:

- A. Write according to purpose and audience
- B. Develop unified, coherent papers with emphasis on grammar, punctuation and the mechanics of structure
- C. Evaluate the importance of effective writing in various personal and professional contexts
- D. Identify successful writing habits and strategies through critical analysis of the written work of self and others
- E. Apply brainstorming processes that results in the generation of thematic ideas and theses and apply to written work
- F. Demonstrate process writing that involves effective proofreading, editing and revision skills

Communication with Your Instructor

You will receive a welcome email from your instructor prior to the start of class. This email will contain your instructor's contact information. Your instructor will also be communicating with you via several methods in the course, including:

- **Announcements** – This communication tool, located on the navigation menu within your course in Canvas, contains important updates. Be sure to check for new announcements from your instructor each time you access your course.
- **Q&A** – Use this discussion board, located on the Home screen in your course, to communicate with your instructor and classmates regarding general course questions (i.e. missing links, assignment clarification, etc.).
- **Inbox** – Use the Inbox, located in the top right corner of Canvas, to send a message to your instructor or classmates.

Materials and Resources

Required Text:

Arlov, P. (2019). *Wordsmith: A guide to college writing* (7th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Bookstore Information

The bookstore is located in the left-hand navigation of any Canvas course.

Library Services

Detailed information about the eLibrary can be found in the Student Resource Center. This is a course that all students have access to during their academic career.

Canvas Help Desk and Technical Questions

If you experience technical issues in your course, please contact the Canvas Help Desk by clicking the Help link (top right corner within Canvas). There are 3 ways to contact them:

- Phone (888-628-2749)
- Live chat
- Report a problem (submit a ticket)

Be sure to notify your instructor of any technical difficulties you are experiencing.

Additional resources are available in the Student Resource Center and the Canvas Guides website: <https://community.canvaslms.com/docs/DOC-4121>

Weekly Schedule

Week 1 Welcome to Grammar Boot Camp!	
Outcomes	<ul style="list-style-type: none"> • Demonstrate comprehensive understanding of grammar basics • Apply knowledge to complete progress monitors/practical application. • Prepare information transfer to the writing process
Readings	Textbook <ul style="list-style-type: none"> • Chapter 12: Verbs and Subjects • Chapter 13: Subject-Verb Agreement • Chapter 21: Verb Shifts • Chapter 14: Coordination and Subordination • Chapter 15: Run-on Sentences • Chapter 16: Sentence Fragments • Chapter 17: Pronoun Case • Chapter 18: Pronoun Agreement, References, and Point of View
Lectures	Grammar Boot Camp <ul style="list-style-type: none"> • Lecture 1 - Verbs and Subjects • Lecture 2 - Subject Verb Agreement • Lecture 3 - Verb Shifts • Lecture 4 - Coordination and Subordination • Lecture 5 - Run-on Sentences • Lecture 6 - Sentence Fragments • Lecture 7 - Pronoun Case • Lecture 8 - Pronoun Agreement The Writing Process <ul style="list-style-type: none"> • Mini Lecture - Topic Sentences
Discussion	Grammar Boot Camp
Assignment	Editing Task
Review Quiz (non credit)	This is Grammardy!

Week 2 Process Shmocess - Who has the time?	
Outcomes	<ul style="list-style-type: none"> • Evaluate and benchmark understanding of grammar basics • Identify key components in the writing process • Apply readings/lecture to develop a clear/organized paragraph

Readings	Textbook <ul style="list-style-type: none"> • Grammar Boot Camp: Chapter 19: Misplaced and Dangling Modifiers Chapter 20: Parallel Structure Chapter 22: Sentences with Style Chapter 23: Commas Chapter 24: Other Punctuation Chapter 25: Word Choice Chapter 26: Words Commonly Confused Chapter 27: Capitalization Chapter 28: Apostrophes • The Writing Process: Chapter 1: The Writing Process
Lectures	Grammar Boot Camp <ul style="list-style-type: none"> • Lecture 1- Misplaced and Dangling Modifiers • Lecture 2 - Parallel Structure • Lecture 3 - Sentences with Style • Lecture 4 - Punctuation • Lecture 5 - Word Choice and Capitalization The Writing Process <ul style="list-style-type: none"> • Lecture 6 - The Writing Process
Discussion	Writing as a process
Assignments	Maximize the effectiveness of the writing process
Review Quiz (noncredit)	Double Grammardy!
Quiz (for credit)	Final Grammardy!

Week 3	To pre-write or not to pre-write; there can be <i>no</i> question!
Outcomes	<ul style="list-style-type: none"> • Identify efficient and effective pre-writing strategies • Analyze and write descriptive and narrative essays • Apply critical thinking concepts to related reading(s)

Readings	Textbook <ul style="list-style-type: none"> Chapter 2: Preparing to Write Chapter 8: Showing and Telling: Description, Narration, and Example "The Black Table is Still There" by Lawrence Otis Graham found in "<i>Part 3. Readings</i>" in your textbook
Lectures	<ul style="list-style-type: none"> Lecture 1 : Pre-writing/Preparing to write Lecture 2: Adding color and shading: Description/narration/example
Discussion	Free writing, invisible writing, clustering, etc.
Assignments	Writing Assignment : best and worst memories & Journal Assignment

Week 4 We classify this as a process!	
Outcomes	<ul style="list-style-type: none"> Illustrate an effective thesis Practice application through effective essay construction Assemble definition/classification/process essays Apply critical thinking concepts to related reading(s)
Readings	Textbook <ul style="list-style-type: none"> Chapter 3: Building a Framework: Thesis and Organization Chapter 9: Limiting and Ordering: Definition, Classification, and Process "Curing Social Media Blues?" by Chris Guessman found in "<i>Part 3. Readings</i>" in your textbook
Lectures	<ul style="list-style-type: none"> Lecture 1: THE BIG IDEA: Building a thesis and organizing your ideas Lecture 2: "Our Choices Grow" – Defining/classifying/processing essay formats
Discussion	A thesis with points and a thesis without points
Assignments	Essay formats & Journal Assignment

Week 5 Some Introduction required and Body Paragraphs	
Outcomes	<ul style="list-style-type: none"> Describe and illustrate effective introductions Identify effective body paragraph characteristics Apply critical thinking concepts to related reading(s)
Readings	Textbook

	<ul style="list-style-type: none"> Chapter 4: Introducing the Essay Chapter 5: Developing Body Paragraphs "Is National Service a Cure for America's Woes?" by Larry Fennelly, found in <i>"Part 3. Readings"</i> in your textbook
Lectures	<ul style="list-style-type: none"> Lecture 1: <i>"I didn't get your name"</i> – Introducing the Essay Lecture 2: <i>"Adding some meat to those bones"</i> - Developing Body Paragraphs
Discussion	Recognizing effective introductory paragraphs
Assignments	Building a Home & Journal Assignment

Week 6 In conclusion... and more essay types!	
Outcomes	<ul style="list-style-type: none"> Practice creating effective conclusions Analyze and write compare contrast/cause-and-effect/argumentative essays Apply critical thinking concepts to related reading(s)
Readings	Textbook <ul style="list-style-type: none"> Chapter 6: Concluding the Essay Chapter 10: Examining Logical Connections: Comparison-Contrast, Cause-Effect, and Argument "Date Rape: Exposing Dangerous Myths" by John Macionis found in <i>"Part 3. Readings"</i> in your textbook
Lectures	<ul style="list-style-type: none"> Lecture 1: "You're finished at Faber!" - Conclusion Paragraphs Lecture 2: "Making sense of it all" - Logical Connections...
Discussion	Aristotle
Assignments	Compare/contrast essay & Journal Assignment

Week 7 Two of our Favorites: Revising/Proofreading and Summaries	
Outcomes	<ul style="list-style-type: none"> Understand and calculate the value of the revision process Organize and appraise summary, conclusions Apply critical thinking concepts to related reading(s)
Readings	Textbook <ul style="list-style-type: none"> Chapter 7: Revising, Proofreading, and Formatting Chapter 11: Writing a Summary

	<ul style="list-style-type: none"> • "I Wonder: Was It Me or Was It My Sari" by Shoba Narayan found in "<i>Part 3. Readings</i>" in your textbook
Lectures	<ul style="list-style-type: none"> • Lecture 1: "Last orders, please." Revising, Proofreading, etc. • Lecture 2: "This is nearly the end, my friends." - Writing a Summary
Discussion	Are editing and proofreading the same?
Assignments	Video Games & Journal Assignment

Week 8 Final Test of your Writing Skills: The Writing Flight	
Outcomes	<ul style="list-style-type: none"> • Practice application through effective essay construction • Assemble definition/classification/process essays • Analyze and write compare contrast/cause-and-effect/argumentative essays
Readings	Textbook Review the following in preparation for your Writing Flight assignment: <ul style="list-style-type: none"> • Chapter 8: Showing and Telling: Description, Narration, and Example • Chapter 9: Limiting and Ordering: Definition, Classification, and Process • Chapter 10: Examining Logical Connections: Comparison-Contrast, Cause-Effect, and Argument
Lectures	<ul style="list-style-type: none"> • Review for Writing Flight • Week 3 Lecture: Adding color and shading: description/narration/example • Week 4 Lecture: "Our Choices Grow" – Defining/classifying/processing essay form • Week 6 Lecture: "Making sense of it all" - Logical Connections...
Discussion	Why are you a better writer?
Final Exam	The Writing Flight

Grading and Evaluation

Your grades will reflect the way in which you present and support your topics and positions in the various learning activities used in this course. The grades will be based on the quality and quantity of your comments and responses in the various activities.

Be sure to review the discussion and assignment rubrics in the course for specific grading criteria.

The various graded activities are weighted as follows:

Course Element	% of Final Grade
Discussions	40%
Assignments	40%
Final Paper	10%
Midterm	5%
Final Exam	5%
Total	100%

Students will be expected to meet all the deadlines of the class as indicated throughout the course and in the syllabus. This is primarily so we don't get behind in the course. In addition, discussions cannot overlap from one week to the next. This is to ensure that all discussions and submissions take place within the week they are scheduled in order to be of value to the entire class as well as to help you not get behind. If there are extenuating circumstances, you will need to communicate that to the instructor and make arrangements accordingly, if appropriate.

Late Assignments: Exceptions are to be determined by the instructor on a case-by-case basis. There will be no opportunities for extra credit.

Learner Success Guidelines

These guidelines are provided to help you succeed in your coursework:

- Participate in the class introduction activity on the first day of class.
- Submit ALL assignments by the posted due dates and times.
- Check your emails daily.
- Contact Portal Help for login problems or Canvas Help for technical issues with Canvas.
- Participate fully in all threaded discussions.
- Contact your instructor if you have questions about an assignment or need additional help completing your work successfully.

Academic dishonesty is grounds for dismissal from the program.

Academic Policies

The following Academic Policies can be found in the [Student Resource Center](#).

- Grading Criteria

- Reasonable Accommodations Policy
- Student Attendance Policy
- Academic Honesty and Integrity Policy
- Student Engagement and the Granting of Academic Credit
- Copyright Policy

Caveat

The above schedule, content, and procedures in this course are subject to change. All policies are superseded by the latest College Catalog available on our website: <https://www.cambridgecollege.edu/student-rights-complaints-grievances/student-code-conduct>