I. INTRODUCTION

ENGL 1301 is the first semester of Freshman English and is designed to meet the first semester English requirement for students transferring to a senior college or for students desiring the general education of the first two years of college. The course aims primarily at helping students develop skills and techniques necessary for writing effective expository prose. Emphasis is placed on sentence structure, word choice, paragraph development, and organization of the whole essay. Analysis of selected expository prose serves as a vehicle for learning, communicating, and critical analysis. Prerequisite: DSWR 0302 or equivalent with a grade of "C" or better or appropriate test score(s).

II. LEARNING OUTCOMES

Upon successful completion of this course, Composition I, students will be able to do the following:

A. Organize their thoughts into effective sentences and sentences into paragraphs which adequately expand a central thought.

B. Individually and collaboratively read, reflect, and respond critically to a variety of texts.

C. Organize paragraphs into a logical, coherent compositions which effectively communicate to an intended audience.

D. Develop ideas with appropriate support and attribution

E. Use Edited American English in academic essays.

III. INSTRUCTIONAL MATERIALS

The instructional materials identified for this course are viewable through http://www.ctcd.edu/im/im_main.asp.

IV. COURSE REQUIREMENTS
A. Reading Assignments:
Text reading assignments from *The St. Martin’s Handbook* and *The Longman Reader* will be given frequently. This material is to be carefully studied in preparation for class lecture and discussion.

B. Papers:
Several essays will be written during the semester, some of which should be written in class (see Units Two and Three of the “Course Outline”). These assignments will be supplemented by out-of-class exercises. An outline must accompany every essay submitted.

C. Class Performance:
Students are required to attend all classes, bring textbooks and other supplies to class, and learn to take and keep good class notes. Students, whether present or absent, are responsible for all assignments. The student must contact the instructor concerning any missed assignments.

Students enrolled in blended courses must attend all class meetings.

D. Class Participation:
Students are to participate constructively in class discussion and attend class regularly and punctually.

E. Grading Standards:
Major Errors:
Each of the following errors carries a substantial penalty.
The chapters in the *The St. Martin’s Handbook* that explain each error are given in parentheses.

ME 1: Glaring error in case or reference (32)
ME 2: Lack of subject-verb or pronoun-antecedent agreement (31, 32)
ME 3: Sentence fragment (37)
ME 4: Comma splice (36)
ME 5: Run-on sentence (36)
ME 6: Misspelling of common words (28)
ME 7: Misuse of semicolon (45)
ME 8: Other glaring errors (for example, failure to capitalize a proper noun or use of a non-standard word such as “ain’t” or “hisself”)
Grading Standards Guide

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<th></th>
<th>SUPERIOR (A-B)</th>
<th>AVERAGE (C)</th>
<th>UNACCEPTABLE (D-F)</th>
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<tbody>
<tr>
<td>CONTENT</td>
<td>A significant central idea clearly defined, and supported with concrete, substantial, and consistently relevant detail</td>
<td>Central idea apparent but trivial, or trite, or too general; supported with concrete detail, but detail that is occasionally repetitious, irrelevant, or sketchy</td>
<td>Central idea lacking, or confused, or unsupported with concrete and relevant detail</td>
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<td>ORGANIZATION:</td>
<td>Theme planned so that it progresses by clearly ordered and necessary stages, and developed with originality and consistent attention to proportion and emphasis; paragraphs coherent, unified, and effectively developed; transitions between paragraphs explicit and effective</td>
<td>Plan and method of theme apparent but not consistently fulfilled; developed with only occasional disproportion or inappropriate emphasis; paragraphs unified, coherent, usually effective in their development; transitions between paragraphs clear but abrupt, mechanical, or monotonous</td>
<td>Plan and purpose of theme not apparent; undeveloped or developed with irrelevance, redundancy, or inconsistency; paragraphs incoherent, not unified, or undeveloped; transitions between paragraphs unclear or ineffective</td>
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<td>Rhetorical and Logical Development</td>
<td>Sentences skillfully constructed (unified, coherent, forceful, effectively varied)</td>
<td>Sentences correctly constructed but lacking distinction</td>
<td>Sentences not unified, incoherent, fused, incomplete, monotonous, or childish</td>
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<tr>
<td>ORGANIZATION:</td>
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<td>Sentence Structure</td>
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<td>DICTION</td>
<td>Distinctive: fresh, precise, economical, and idiomatic</td>
<td>Appropriate: clear and idiomatic</td>
<td>Inappropriate: vague, unidiomatic, or substandard</td>
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<td>GRAMMAR, PUNCTUATION,</td>
<td>Clarity and effectiveness of expression promoted by consistent use of standard grammar, punctuation, and spelling</td>
<td>Clarity and effectiveness of expression weakened by occasional deviations from standard grammar, punctuation, and spelling</td>
<td>Communication obscured by frequent deviations from standard grammar, punctuation, and spelling</td>
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<td>SPELLING</td>
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<td>MAJOR ERRORS</td>
<td>No major errors (A), not more than one major error (B)</td>
<td>Not more than two major errors</td>
<td>Nor more than three major errors (D), four or more major errors (F)</td>
</tr>
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V. EXAMINATIONS

A. An examination will be given upon completion of Units One and/or Four.

B. Unannounced quizzes covering assigned material may be given.

C. For the final exam, an essay with a minimum of 500 words is required, objective part optional. The objective part, if given, may count no more than 30% of the final exam grade.

D. Make-up examinations will be given only in the event of an excusable absence. The instructor will determine the time of the make-up on an individual basis.

VI. SEMESTER GRADE COMPUTATIONS

A. The possible grades for the course are A, B, C, D, or F.

B. The semester grade will be computed on the following basis:

Written Assignments 60% of semester grade
VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM COURSE INSTRUCTOR

A. Withdrawal from Course: It is the student's responsibility to officially drop a class if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file an Application for Withdrawal or an Application for Refund. The withdrawal form must be signed by the student.

Application for Withdrawal will be accepted at any time prior to Friday of the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is as follows:

- 10-week session: Friday of the 8th week
- 8-week session: Friday of the 6th week
- 5-week session: Friday of the 4th week

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

Students who officially withdraw will be awarded the grade of "W", provided the student's attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the college before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of "F" or "FN" for nonattendance.

B. An Administrative Withdrawal: An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on the Administrative Withdrawal Form for submission to the registrar.

C. An Incomplete Grade: The College catalog states, "An incomplete grade may be given in those cases where the student has completed the majority of the course work but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course..." Prior approval from the instructor is required before the grade of "IP" is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an "F" for the course.

D. Cellular Phones and Electronic Devices: Cellular phones and other Electronic Devices will be turned off while the student is in the classroom or laboratory. If the student is “on call” or has some other emergency, a message may be left with the department
staff and the student will be notified. The departmental phone number is (254) 526-1239.

VIII. COURSE OUTLINE

A. **Unit One:**
   1. **Learning Outcomes:** Upon successful completion of this unit, the student will be able to apply the basic rules of grammar, mechanics, and punctuation and will be able to understand plagiarism and ways to avoid it.

   2. **Learning Activities:**
      a. Read Chapters 14, 28, 31, 32, 36, 37, 44-48, and 52 in the *The St. Martin’s Handbook.*
         (C5, F1, F2, F11).
      b. Complete various exercises in the *The St Martin’s Handbook* (F8, F11, F12)
      c. Unit exam (C7, F8, F9, F12)

   3. **Unit Outline:**
      a. Sentence fragment
      b. Comma splice and fused sentence
      c. Case and reference
      d. Agreement
      e. The semicolon
      f. Spelling
      g. Major exam over the unit

**NOTE:** Unit Four will be covered concurrently with Units Two and Three. For example, a student might be writing a definition essay and studying the handbook chapter on wordiness, parallelism, etc.

B. **Unit Two:**

   1. **Learning Outcomes:** Upon successful completion of this unit, the student will be able to do the following:
      a. Define purpose and audience in writing an essay.
      b. Demonstrate skills in choosing and limiting a subject, outlining, writing thesis statements and introductory/concluding paragraphs.

   2. **Learning Activities:**
      a. Classroom lecture/discussion (C5, C7, F5, F6, F7, F8, F11, F12)
      b. Reading assignments: *The St. Martin’s Handbook*, Chapters 1-5, and *The Longman Reader* (C5, C6, F1, F11, F12)
      c. Written essays (C7, C8, F2, F7, F8)
      d. Plan and write at least five 500-word compositions.
3. Unit Outline:
   a. *The St. Martin’s Handbook*
      (1) Thinking about purpose and audience
      (2) Planning and shaping an essay
      (3) Drafting and reviewing an essay
   b. *The Longman Reader*
      (1) Thesis
      (2) Beginning and ending
      (3) Order of ideas
      (4) Methods of Development: Assign one essay from at least five of the following sections of *The Longman Reader*:
         (a) Description
         (b) Narration
         (c) Exemplification
         (d) Comparison and Contrast
         (e) Division and Classification
         (f) Definition
         (g) Cause and Effect Analysis
         (h) Process Analysis

C. **Unit Three:**

1. **Learning Outcomes:** Upon successful completion of this unit, the student will be able to do the following:
   a. Explain the importance of using persuasive skills in the writing exercise.
   b. Construct several types of arguments, the nature of evidence, and emotional appeal individually and collaboratively.
   c. Research a variety of topics from a variety of reliable sources.
   d. Integrate the information gathered through research to present coherent argumentation.

2. **Learning Activities:**
   a. Classroom lecture/discussion (C5, C6, F5, F6, F7, F9, F11, F12)
   b. Reading assignments (C5, C6, C7, F1, F11, F12)
      (1) *The St. Martin’s Handbook*, Chapters 7-9
      (2) *The Longman Reader* Chapter 11
      (3) Written essay (C5, C6, C7, C8, F1, F2, F7, F8, F9, F12)
      (4) Demonstrate the learned skills by writing a 500-word argumentative essay.

3. Unit Outline:
   a. *The St. Martin’s Handbook*
      (1) Reading and Thinking Critically
      (2) Writing Argument
   b. *The Longman Reader*
(1) What is Argumentation-Persuasion?
(2) Why Do Writers Use Argumentation-Persuasion?
(3) Using Argumentation-Persuasion in an Essay

D. **Unit Four:**

1. **Learning Outcomes:** Upon successful completion of this unit, the student will be able to communicate cogently and to identify and write effective sentences.

2. **Learning Activities:**
   a. Classroom lecture/discussion (C5, C6, C7, F5, F6, F7, F8, F9)
   c. Unit exam (C7, F2, F8, F9, F12)

3. **Unit Outline:**
   a. *The St. Martin’s Handbook*
      (1) **Diction**
          (a) Exactness
          (b) Wordiness
          (c) Appropriateness
      (2) **Effective Sentences**
          (a) Sentence unity
          (b) Subordination and coordination
          (c) Misplaced parts, dangling modifiers
          (d) Parallelism
          (e) Shifts
          (f) Emphasis
          (g) Variety

**Final Examination:**
An essay with a minimum of 500 words is required; objective portion is optional. The objective part, if given, may count no more than 30% of the final exam grade.