



Course Syllabus

ENGL1301 – English Composition

Catalog Description: A course in the principles of effective writing. Special emphasis given to functional grammar, spelling, vocabulary building, punctuation, and composition development. Assignments based upon the study of exposition, narration, description, and argument, in writing and collateral reading. Students will use the computer lab. Lecture Hrs. – 3, Lab Hrs. – 0

Prerequisites: TSIP reading and writing completed.

Semester Credit Hours: 3
Lecture Hours per week: 3
Contact Hours per Semester: 48
State Approval Code: 2304015100

Course Subject/Catalog Number: ENGL1301
Course Title: English Composition

Core Curriculum: State Criteria

Basic Intellectual Competencies (Those marked with a check reflect the state-mandated competencies taught in this course.)

Basic Intellectual Competencies in the Core Curriculum

- Reading
- Writing
- Speaking
- Listening
- Critical thinking
- Computer literacy

Perspectives in the Core Curriculum

- Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he/she lives, and to understand the responsibilities of living in a culturally and ethnically diversified world.
- Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society.
- Recognize the importance of maintaining health and wellness.
- Develop a capacity to use knowledge of how technology and science affect their lives.
- Develop personal values for ethical behavior.

- Develop the ability to make aesthetic judgments.
- Use logical reasoning in problem solving.
- Integrate knowledge and understand the interrelationships of the scholarly disciplines.

Core Components and Related Exemplary Educational Objectives

Communication (composition, speech, modern language)

The objective of a communication component of a core curriculum is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.

- To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.
- To understand the importance of specifying audience and purpose and to select appropriate communications choices.
- To understand and appropriately apply modes of expression, i.e. descriptive, expository, narrative, scientific, and self-expressive, in written, visual, and oral communication.
- To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
- To understand and apply basic principles of proficiency in the development of exposition and argument.
- To develop the ability to research and write a documented paper and/or to give an oral presentation.

Instructional Goals and Purposes:

The purpose of this course is to fulfill academic requirements of the Panola College Core Curriculum and an Associate of Arts or Associate of Science degree.

General Course Objectives:

1. The primary objective of English 1301 is to develop and improve writing skills. Towards this end, students will be instructed in the processes of writing and revising sentences, paragraphs, and essays that are unified and coherent. The essays include both exposition and argument.
2. Students will read essay selections, by both student and professional writers, and interpret and evaluate these selections as representative samples of the various modes of rhetoric.
3. Students will write essays that represent the modes of rhetoric, including both expository and argumentative writing.
4. Students will perform each stage of the writing process: prewriting, writing, and revision.
5. Students will demonstrate an understanding of the importance of each step by following these processes to produce organized, unified, coherent essays.

6. In the prewriting stage of the process, students will generate a topic and organize their ideas around the topic.
7. Students will demonstrate an understanding of the importance of addressing audience and purpose in each essay by identifying the potential audience for the essay as well as the ultimate purpose of the essay.
8. Students will participate in guided self evaluation and peer evaluation of writing at various stages of the writing process.
9. Students will demonstrate an understanding of the importance of avoiding plagiarism.
10. Students will write at a competence level consistent with Panola College's [Minimum Grading Standards for English 1301](#).
11. Students will use technological tools to complete assignments.

Specific Course Objectives:

By the end of the course, the student will have demonstrated the ability to complete the following tasks:

1. To read representative samples of the various modes of rhetoric, and respond to these selections orally and in writing using criteria explained by the instructor.
2. For each of the modes of discourse, to submit a writing topic to be approved by the instructor, or choose a topic from a list offered by the instructor.
3. To submit a thesis sentence and topic sentences as required by the instructor for each essay to be approved by the instructor.
4. For assignments that require an outline, to submit the appropriate outline for each essay.
5. To submit a rough draft of each essay to the instructor (written in or out of class according to the instructor's requirements on each particular assignment) on a topic assigned or approved by the instructor.
6. To participate in in-class self evaluation and peer evaluation and in conferences with the instructor in order to identify necessary revisions to content, organization, and sentence mechanics in rough drafts.
7. To submit a final draft of each essay, written and edited in Microsoft Word, to be graded by the instructor using the [Minimum Grading Standards](#) adopted by the English Department at Panola College.
8. To submit writing assignments to www.turnitin.com for verification of originality as required by the instructor.
9. To complete exercises over grammar, punctuation, and sentence mechanics with scores that demonstrate minimum competency in accordance with the Minimum Grading Standards of the Panola College English Department.
10. To pass a test (or tests) with a score of at least 70% over selected topics related to grammar, punctuation, and sentence mechanics.

Course Content:

Students in English 1301 will be required to write a minimum of 3,500 words to be graded by the instructor according to the [Minimum Grading Standards](#) for English 1301.

The 3,500-word requirement includes both expository and argumentative writing. Expository modes may include a combination of some of the following: narration, description, process, definition, exemplification, division/classification, comparison/contrast, and cause and effect.

Students will be required to read both professional and student essays exemplifying each mode and to respond to these sample essays orally and/or in writing.

At the instructor's discretion, students may be required to complete exercises on grammar, punctuation, usage, etc. and to pass a test over this material as part of the course requirements.

Methods of Instruction/Course Format/Delivery:

English 1301 includes instruction both in a traditional classroom setting and in a writing lab. Online English 1301 classes are delivered through WebCT. Traditional face-to-face classes may include the use of WebCT as an enhancement to the course.

Students are instructed in methods of developing various types of essays, including both expository and argumentative essays. Instruction may include lecture, assigned readings, oral and/or written responses to readings, both in-class and out-of-class writing, peer evaluation, revising and editing, journal assignments, and practice exercises over grammar/punctuation/usage topics.

Instructor-assisted writing in a computer lab is an essential component of the face-to-face version of the course. Online students interact with the instructor and with other students through email, discussion boards, chat rooms, and peer editing requirements. Online instructors determine requirements and methods of submitting drafts of essays and receiving feedback on assignments.

Assessment:

Students will write a minimum of 3,500 words consisting of essay assignments of 500-750 words to be graded by the instructor. At least 70% of the course grade will be based on essay assignments. At least 20% of the course grade will be based on daily work. A final exam is required. Daily work may include short in-class assignments/activities, oral and/or written responses to assigned readings, drills and/or quizzes over sentence mechanics, self evaluations of essay assignments, peer evaluations of essay assignments, essay corrections, and other assignments/activities not included in the essay grade category.

All testing not administered by the instructor must be proctored by a Panola College testing proctor at a Panola College testing site.

Course Grade:

The course grade is determined as follows:

Essays 70%

Daily grade 20%

Final exam 10%

Texts, Materials, and Supplies:

Skwire, Sarah E. and David Skwire. *Writing With a Thesis*. 10th ed. Boston, MA: Thomson Higher Education, 2008.

Harris, Muriel. *Prentice Hall Reference Guide to Grammar and Usage*. 7th ed. Upper Saddle River, New Jersey: Prentice Hall, 2008.

Other:

For current texts and materials, use the following link to access bookstore listings:

<http://www.panola.edu/home/college-store.html>

For testing services, use the following link:

<http://www.panola.edu/dl/testing.html>

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