

# Composition I - ENGL 1301 Online



**Credit:** 3 semester credit hours (3 hours lecture)

## Prerequisites:

1. Pass the writing portion of COMPASS or other accepted testing instrument
2. Complete the Online Orientation and answer “YES” to 7 or more questions on the Online Learner Self-Assessment found on the LIT website:

**<http://www.lit.edu/depts/DistanceEd/OnlineOrientation/OOstep2.aspx>**

## Course Description

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

## Required Textbook and Materials

1. *The McGraw-Hill Guide: Writing for College, Writing for Life*, Third Edition, by Duane Roen, Gregory R. Glau, and Barry M. Maid. (Textbook comes **bundled** with a ***Handbook for the Guide*** and with an **access code for CONNECT**)
  - a. ISBN Number is: 978-1-25-913832-4

## Technical Requirements for Online Course

1. The latest technical requirements, including hardware, compatible browsers, operating systems, software, Java, etc. can be found on the LIT Website under the Blackboard instructions:  
**<http://www.lit.edu/Utility/BrowserCheck/default.aspx>**
2. A functional broadband internet connection, such as DSL, Cable, 3G, 4G, WiMAX, WiFi, Satellite, or other broadband access is necessary to maximize the use of the online technology and resources.

## Objectives

### Course Objectives

Upon completion of this course, the student will be able to:

1. Demonstrate knowledge of individual and collaborative writing processes.
2. Develop ideas with appropriate support and attribution.
3. Write in a style appropriate to audience and purpose.
4. Read, reflect, and respond critically to a variety of texts.

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5. Use Edited American English in academic essays.

**Core Objectives**

1. Critical Thinking Skills: To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
2. Communication Skills: To include effective development, interpretation and expression of ideas through written, oral and visual communication.
3. Teamwork: To include the ability to consider different points of view and to work effectively with others.
4. Personal Responsibility: To include the ability to connect choices, actions and consequences to ethical decision-making

**Course Outline**

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| <p>A. Writing: A First Look</p> <ul style="list-style-type: none"><li>a. The Purpose of Writing</li><li>b. The Audience for Your Writing</li><li>c. The Qualities of Good Writing</li><li>d. Writing and Ethics</li></ul> <p>B. Strategies for Successful Reading</p> <ul style="list-style-type: none"><li>a. Orienting Your Reading</li><li>b. A First Reading</li><li>c. Additional Readings</li><li>d. Mastering Reading Problems</li><li>e. Reading to Critique</li><li>f. Reading Assignments Carefully</li><li>g. Reading as a Writer</li><li>h. Writing About What You Read</li></ul> <p>C. Planning and Drafting Your Paper</p> <ul style="list-style-type: none"><li>a. Understanding the Assignment</li><li>b. Zeroing In on a Topic</li><li>c. Gathering Information</li><li>d. Creating an Outline</li><li>e. Developing a Thesis Statement</li><li>f. Writing the First Draft</li><li>g. Planning and Drafting with a Computer</li></ul> <p>D. Revising and Editing Your Paper</p> <ul style="list-style-type: none"><li>a. Preparing to Revise</li><li>b. Considering the Whole Essay</li></ul> | <ul style="list-style-type: none"><li>c. Strengthening Paragraph Structure and Development</li><li>d. Sharpening Sentences and Words</li><li>e. Writing the Introduction and Conclusion</li><li>f. Selecting a Title</li><li>g. Peer Evaluation of Draft</li><li>h. Proofreading Your Draft</li><li>i. Collaborative Writing</li><li>j. Maintaining and Reviewing a Portfolio</li></ul> <p>E. Paragraphs</p> <ul style="list-style-type: none"><li>a. Characteristics of Effective Paragraphs</li><li>b. Paragraphs with Special Functions</li></ul> <p>F. Effective Sentences</p> <ul style="list-style-type: none"><li>a. Sentence Strategies</li></ul> <p>G. Diction, Tone, Style</p> <ul style="list-style-type: none"><li>a. Toward Clear Diction</li><li>b. Toward Rhetorical Effect</li><li>c. Special Stylistic Techniques</li><li>d. Eliminating Flawed Diction</li></ul> <p>H. Narration: Relating Events</p> <ul style="list-style-type: none"><li>a. Purpose</li><li>b. Action</li><li>c. Conflict</li><li>d. Point of View</li><li>e. Key Events</li><li>f. Dialogue</li><li>g. Ethical Issues</li><li>h. Writing a Narration</li></ul> <p>I. Description: Presenting Impressions</p> <ul style="list-style-type: none"><li>a. Purpose</li></ul> |
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- b. Sensory Impressions
- c. Dominant Impression
- d. Vantage Point
- e. Selection of Details
- f. Ethical Issues
- g. Writing a description
- J. Process Analysis: Explaining How
  - a. Kinds of Process Analysis Papers
  - b. Ethical Issues
  - c. Writing a Process Analysis
- K. Illustration: Making Yourself Clear
  - a. Selecting Appropriate Examples
  - b. Number of Examples
  - c. Organizing the Examples
  - d. Ethical Issues
  - e. Writing an Illustration
- L. Classification: Grouping into Categories
  - a. Selecting Categories
  - b. Number of Categories
  - c. Developing Categories
  - d. Ethical Issues
  - e. Writing a Classification
- M. Comparison: Showing Relationships
  - a. Selecting Items for Comparison
  - b. Developing a Comparison
  - c. Using analogy
  - d. Ethical Issues
  - e. Writing a Comparison
- N. Cause and Effect: Explaining Why
  - a. Patterns in Causal Analysis
  - b. Reasoning Errors in Causal Analysis
  - c. Ethical Issues
  - d. Writing a Causal Analysis
- O. Definition: Establishing Boundaries
  - a. Types of Definitions
  - b. Ethical Issues
  - c. Writing an Extended Definition
- P. Argument: Convincing Others
  - a. The Rational Appeal
  - b. Reasoning Strategies
  - c. The Emotional Appeal
  - d. The Ethical Appeal
  - e. Ferreting Out Fallacies
- f. Ethical Issues
- g. Writing an Argument
- Q. Mixing the Writing Strategies
  - a. Why and How to Mix Strategies
  - b. Ethical Issues
  - c. Problem/Solutions Report
  - d. Evaluation Report
- R. The Essay Examination
  - a. Studying for the Examination
  - b. Types of Test Questions
  - c. Preparing to Write
  - d. Writing the Examination Answer
- S. Writing About Literature
  - a. The Elements of Literature
  - b. Ethical Issues
  - c. Writing a Paper on Literature
- T. The Research Paper
  - a. Learning About Your Library
  - b. Choosing a Topic
  - c. Assembling a Working Bibliography
  - d. Taking Notes
  - e. Organizing and Outlining
  - f. Ethical Issues
  - g. Writing Your Research Paper
- U. Documenting Sources
  - a. Preparing Proper MLA Bibliographic References
  - b. Preparing Proper APA Bibliographic References
  - c. Handling in-Text Citations
  - d. Handling Quotations
  - e. Avoiding Plagiarism
- V. Additional Research Strategies: Interviews, Questionnaires, Direct Observations
  - a. The Value of Primary Research
  - b. General Principles for Primary Research
  - c. Ethical Issues
  - d. Interviews

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**Grade Scale**

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
0 – 59	F

**Course Evaluation**

Final grades will be calculated according to the following criteria:

Essay #1	10%
Essay #2	15%
Essay #3	15%
Research Essay	20%
Daily Grades	20%
Final Examination	20%

**Course Requirements**

1. Three 400-600 word Essays.
2. One 400-600 word Research Essay.
3. One 300-500 word Final Exam Essay
4. One objective grammar Final Exam.

**Course Policies**

1. No food, drinks, or use of tobacco products in class.
2. Beepers, telephones, headphones, and any other electronic devices must be turned off while in class.
3. The students are responsible for initiating and completing the drop process.  
Students who stop coming to class and fail to drop the course will earn an 'F' in the course.
4. Additional class policies as defined by the individual course instructor.

**Disabilities Statement**

The Americans with Disabilities Act of 1992 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. Among other things, these statutes require that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodations for their disabilities. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator, Rebecca Cole at (409) 880-1737 or visit her office in Student Services, Beeson Building.

**Contact Information – Varies by Instructor**

**Course Schedule – Varies by Instructor**