

Composition I (ENGL 1301)



Credit: 3 semester credit hours (3 hours lecture)

Prerequisite/Co-requisite:

TSI Complete in Reading and Writing.

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. Connect Access Card for Connect Composition Essentials
 - a. Edition: 3
 - b. Copyright: 2015
 - c. McGraw-Hill Education
 - d. 9780077724184
2. Other class materials will be available on Blackboard

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.
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.

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Course Syllabus

Course Outline

- A. Writing: A First Look
 - a. The Purpose of Writing
 - b. The Audience for Your Writing
 - c. The Qualities of Good Writing
 - d. Writing and Ethics
- B. Strategies for Successful Reading
 - a. Orienting Your Reading
 - b. A First Reading
 - c. Additional Readings
 - d. Mastering Reading Problems
 - e. Reading to Critique
 - f. Reading Assignments Carefully
 - g. Reading as a Writer
 - h. Writing About What You Read
- C. Planning and Drafting Your Paper
 - a. Understanding the Assignment
 - b. Zeroing In on a Topic
 - c. Gathering Information
 - d. Creating an Outline
 - e. Developing a Thesis Statement
 - f. Writing the First Draft
 - g. Planning and Drafting with a Computer
- D. Revising and Editing Your Paper
 - a. Preparing to Revise
 - b. Considering the Whole Essay
 - c. Strengthening Paragraph Structure and Development
 - d. Sharpening Sentences and Words
 - e. Writing the Introduction and Conclusion
 - f. Selecting a Title
 - g. Peer Evaluation of Draft
 - h. Proofreading Your Draft
 - i. Collaborative Writing
 - j. Maintaining and Reviewing a Portfolio
- E. Paragraphs
 - a. Characteristics of Effective Paragraphs
 - b. Paragraphs with Special Functions
- F. Effective Sentences
 - a. Sentence Strategies
- G. Diction, Tone, Style
 - a. Toward Clear Diction
 - b. Toward Rhetorical Effect
 - c. Special Stylistic Techniques
 - d. Eliminating Flawed Diction
- H. Narration: Relating Events
 - a. Purpose
 - b. Action
 - c. Conflict
 - d. Point of View
 - e. Key Events
 - f. Dialogue
 - g. Ethical Issues
 - h. Writing a Narration
- I. Description: Presenting Impressions
 - a. Purpose
 - 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

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- 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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Course Syllabus

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 | 10% |
| Participation/Attendance | 10% |
| Final Examination | 20% |

Course Requirements

1. One Pre-test (Objective grammar test) – grade doesn't count in final average for course.
2. Three 400-600 word Essays.
3. One 700-1000 word Research Essay.
4. One 300-500 word Final Exam Essay
5. One objective grammar Final Exam.

Course Policies

1. No food, drinks, or use of tobacco products in class.
2. Computers, telephones, headphones, and any other electronic devices must be turned off while in class or used only with permission of the instructor.
3. Do not bring children to class.
4. If you wish to drop a course, the student is responsible for initiating and completing the drop process. If you stop coming to class and fail to drop the course, you will earn an 'F' in the course.
5. Additional class policies as defined by the individual course instructor.

Technical Requirements

The latest technical requirements, including hardware, compatible browsers, operating systems, software, Java, etc. can be found online at:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/Browser_Checker

A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of the online technology and resources.

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 at (409) 880-1737 or visit the office in Student Services, Cecil Beeson Building. You may also visit the online resource at <http://www.lit.edu/depts/stuserv/special/defaults.aspx>

Student Code of Conduct Statement

It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand and abide by all published policies, regulations, and procedures listed in the *LIT Catalog and Student Handbook*. The *LIT Catalog and Student Handbook* may be accessed at www.lit.edu or obtained in print upon request at the Student Services Office. Please note that the online version of the LIT Catalog and Student Handbook supersedes all other versions of the same document.

Starfish

LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades, attendance, or academic performance. Faculty members record student attendance, raise flags and kudos to express concern or give praise, and you can make an appointment with faculty and staff all through the Starfish home page. You can also login to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these emails and information in Starfish and consider taking the recommended actions. Starfish is used to help you be a successful student at LIT. Students may access more information via the following QR code:

