

Composition I ENG 102

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Office Hours: Before school, seminar, and after school by appointment

Course Description

English Composition I is a course in basic expository writing. It is based on a process writing approach—generating ideas, planning, drafting, developing, and revising and editing—with emphasis on individual development. Techniques and final product will be reinforced with quality examples from students and published writers. (3 credit hours)

The learning outcomes and competencies detailed in the syllabus meet or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Project for this course, as sanctioned by the Kansas Board of Regents.

Prerequisite

An appropriate score on the ACT or AccuPlacer exam.

Required Textbook/Materials

- *The St. Martin's Guide to Writing*, Twelfth Edition, Axelrod and Cooper (ISBN: 978-1-319-10437-5)
- Composition Notebook
- Post It Notes
- Pens/Pencils
- *Computers are available in the classroom for you to use. You will need access to a computer and the internet for assignments completed outside of school.*

Learning Objectives/Course Competencies

The outcomes of English Composition I are in alignment with the outcomes set by the Kansas Board of Regents June 2012. After completing English 102, English Composition I, the student will have produced a minimum of 15 revised pages (or approximately 3750 words) that demonstrate his/her ability to:

1. Employ conventions of format, structure, voice, tone, and level of formality to produce writing for specific purposes and audiences as required by various writing situations.
2. Practice ethical means of creating their work while integrating their own ideas with those of others.
 - a. Compose essays that use supporting details based on personal experience and class texts.

- b. Cite sources according to the standards of the Modern Language Association (MLA).
3. Demonstrate an ability to fulfill standards of syntax, grammar, punctuation, and spelling for various rhetorical contexts.
 - a. Vocabulary
 - i. Demonstrate an understanding of the differences between various dialects and Academic English, and when it is most appropriate to use each.
 - ii. Employ aids to select and write a variety of words appropriate to topic and audience
 - iii. Distinguish among and appropriately employ commonly used homophones
 - b. Mechanics
 - i. Demonstrate correct use of commas
 - ii. Demonstrate appropriate use of semicolons and colons
 - c. Grammar
 - i. Recognize and employ modifiers
 - ii. Use consistent verb tenses
 - iii. Recognize and correct errors in agreement
 - iv. Recognize and employ coordinate and subordinate conjunctions
 - d. Sentence Skills
 - i. Identify sentences by clause structure
 - ii. Construct a variety of sentences
 - iii. Write sentences with syntax appropriate to Academic English
 - iv. Construct sentences in which structure complements content
 - v. Recognize and correct sentence fragments, comma splices, run-on or fused sentences
4. Apply flexible strategies for prewriting, developing, drafting, revising, editing, and proofreading.
 - a. Focus on a subject and generate information about that subject through various techniques
 - b. Plan a strategy to communicate information and point of view
 - i. State and use a thesis
 - ii. Organize supporting ideas
 - c. Draft a well-developed essay
 - i. Demonstrate an understanding of paragraph structure
 - ii. Provide appropriate support to fully develop general ideas
 - iii. Recognize and use appropriate patterns of organization
 - iv. Write an appropriate opening and conclusion
 - v. Achieve coherence
 - d. Revise for structure, purpose and voice/style
 - e. Edit/proofread a final draft
5. Critique their own and others' work.

DCCC Common Learning Outcomes

These objectives are set by the Assessment Committee. In order to be positive contributors to society, culture, and civil discourse, graduates of Dodge City Community College shall

- possess a breadth of knowledge from multiple disciplines important in the development of civilization and the operation of society.

- apply various types of thinking and reasoning, including critical thinking, systems thinking, analytical thinking, abstract thinking, creative thinking, logical reasoning, and quantitative reasoning.
- communicate effectively using various modes appropriate to a given purpose and audience.
- possess and competently use life skills that lead to a productive and healthy life.
- possess and competently use various skills appropriate to a chosen occupation.

Policies

- 1. Attendance:** Regular attendance is necessary for maximum success in college. Students are expected to be present. In the event of an absence, the student is responsible for making up the course work. Refer to the HCHS Student Handbook for more information.
- 2. Electronic Devices:** Keep all cell phones, tablets, laptops, etc. put away. We will use computers regularly and students are expected to use them in accordance with our school technology policies outlined in the student handbook.
- 3. Submitting Work:**
 - a. All assignments must be submitted through Google Classroom unless specified by me.
 - b. I do not accept daily work (in-class assignments or homework) late. I will accept an essay up to five days late. 10% per calendar day will be deducted unless prior arrangements are made.
 - c. If you think you will need a due-date extension, you need to contact me at least one day prior to the due date.
 - d. If you discover you are confused by an assignment, it is your responsibility to contact me well in advance of the due date.
 - e. Revisions: students have unlimited opportunities to redo essays for greater success/higher grade. This does NOT apply to daily work or to work not turned in on time.

Grading Scale

For certain degrees and for transfer credit, you need to earn a C or higher to pass this class.

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

Grade breakdown

- Daily work (quizzes, in-class assignments, homework, journals): 40%
- Major writing assignments: 50%
- Final exam: 10%

4. Academic Integrity Policy:

- a. Plagiarism consists using the ideas or words of someone else without acknowledgement. It is a form of stealing as well as cheating. It applies not just to essays, but to all writing you complete for this class. We will be learning specifically about plagiarism in class, what it is, and how to avoid it. If you have questions about whether your work contains plagiarism, please see me.
- b. First plagiarism offense: you will receive a zero for that assignment. You may not resubmit the assignment.
- c. Second plagiarism offense: you will fail this class.
- d. Some examples of plagiarism:
 - Copying someone else's assignment or paper and submitting as your own
 - Buying and submitting another student's work or a professionally prepared paper
 - Copying writing or parts of writing found on the Internet and submitting it as your own
 - Copying or paraphrasing words, phrases, sentences, passages, data, or statistics without acknowledging the source
 - Using someone else's ideas without giving them credit
 - Using portions of papers you previously submitted in this or other classes. Writing must be new.
 - Collaborating on assignments without permission of the instructor
- e. To maintain and assure academic integrity are the responsibilities primarily of faculty and students. Therefore, faculty and students should be familiar with the Dodge City Community College Academic Integrity Policy (found in the current college catalog and student handbook) and the consequences for academic dishonesty.
- f. I will not grade improperly paraphrased or uncited materials, and they will be returned to you until the problem is corrected. A zero will be recorded if it is not done in a timely manner.

- 5. ADA Compliance:** If you have a disabling condition that will require accommodation for exams or class structure, please contact me, our counselor, Mrs. Cossman, or Gayla Rodenbur (DCCC) at 620-227-9232 or grodenbur@dc3.edu.

College Composition I | Fall 2019
Course Summary (Subject to Change)

**Major writing activities include the following: Remembering and Event, Writing Profiles, Explaining a Concept, Analyzing and Synthesizing Opposing Arguments, and Analyzing Stories (Semester Reading Project)*

Week	Focus/Assignment
8/22 & 8/26	Course Introduction/Syllabus Scavenger Hunt Chapter 1 Composing Literacy & Chapter 2 Remembering an Event Writing & Grammar (Pre Tests)
9/2	Introduce Semester Reading Project: <i>1984</i> by George Orwell Chapter 2 Remembering an Event Grammar
9/9	Revisions/Peer Editing <i>1984</i> Discussion (pages 1-20)
9/16	Remembering an Event essay due Chapter 3 Writing Profiles Grammar <i>1984</i> Discussion (20-43)
9/23	Chapter 3 Writing Profiles <i>1984</i> Discussion (43-69)
9/30	Revisions/Peer Editing <i>1984</i> Discussion (70-87)
10/7	Midterm Profile Essay due <i>1984</i> Discussion (88-113)
10/14	Chapter 4 Explaining a Concept Grammar <i>1984</i> Discussion (113-138)
10/21	Chapter 4 Explaining a Concept <i>1984</i> Discussion (138-165)
10/28	Revisions/Peer Editing <i>1984</i> Discussion (166-185)
11/4	Chapter 5 Analyzing and Synthesizing Opposing Arguments Grammar <i>1984</i> Discussion (186-215)
11/11	Chapter 5 Analyzing and Synthesizing Opposing Arguments <i>1984</i> Discussion (214-232)
11/18	Chapter 5 Analyzing and Synthesizing Opposing Arguments <i>1984</i> End of Novel Discussion (232-256)
11/25	Revisions/Peer Editing Grammar Chapter 10 Analyzing Stories <i>1984</i> Discussion
12/2	Final Essay due Chapter 10 Analyzing Stories-- <i>1984</i> Literary Essay
12/9	Final Exams: Writing and Grammar; <i>1984</i> novel test