

Composition I

ENGL-1301

Spring 2022 Section 76 3 Credits 01/18/2022 to 05/10/2022 Modified 02/23/2024

Description

Basic forms of expository writing. Frequent themes. Collateral reading in articles and essays of a factual and informative type. This course is prerequisite to ENGL 1302 and 1374. (NOTE: ENGL 1301 and one other course from ENGL 1302 or 1374 will satisfy the general degree requirement in composition. A student may receive credit for only one such course in a semester.)

Offered: Fall, Spring, Summer

Objectives

In at least 4 out-of-class essays, including at least 1 argumentative essay, students will:

- develop a writing process that includes invention, drafting, and revision
- write to specific purposes and for specific audiences
- organize essays around a thesis and develop body paragraphs that support the thesis
- apply critical thinking skills to their writing
- practice peer review techniques in small groups

Outcomes

Communication

Writing

1. Students will compose informative, argumentative, or analytical essays with a clear thesis and introduction.
2. Students will compose informative, argumentative, or analytical essays with organized supporting paragraphs.
3. Students will use standard conventions of English grammar and punctuation and write clear and efficient sentences
4. Students will maintain a style and persona appropriate for a particular purpose and audience

Oral or visual communication

1. Students will present clear, salient, and supported oral/visual speeches/demonstrations. And/or Students will participate in class or group discussions.

Critical Thinking

1. In an essay or presentation, a student will compose and sustain an argument.

Personal Responsibility

1. Any rhetorical act is both personal and social. In written responses (preferably complete essays), presentations, discussions (online or face to face) students show an understanding of the complexities and dynamics of personal (the self) and social responsibilities (one's family, culture, country, politics, society, etc.). They also reveal their consideration through appropriate integrations of audience, purpose, and persona.

Teamwork

1. In group projects, team presentations, peer reviews/grading/editing, or in-class discussions; students should actively contribute to the progress of the group or class as a whole.

Materials

Note: Access to the eBooks can be purchased through a link in our Blackboard course for less than the cost of the physical copies. If you opt for the digital editions, you must be able to access your textbook in the classroom. (This can be done on a laptop, tablet, or smartphone.)

Please come to class with **your Norton Sampler, paper, and pens or pencils**. For a variety of reasons, I recommend that, if you have one, you bring **a laptop or tablet** to class.

In addition to traditional materials, students should always have the progress on all active assignments available in class. This can be in the form of a charged and working laptop or tablet or a printout of your current draft. Not having this work available can result in loss of participation credit for the day.

The Norton Sampler

Author: Thomas Cooley

Edition: 10th

ISBN: 978-0-393-53711-6

The Little Seagull Handbook

Author: Bullock, Brody, and Weinberg

Edition: 4th

ISBN: 978-0-393-53701-7