Course Syllabus

Department: Humanities

Date: Jan 2015

I. Course Prefix and Number: ENG 101

   Course Name: Composition I

   Credit Hours and Contact Hours: 3 credit hours and 3 contact hours

Catalog Description including pre- and co-requisites: The goals of Composition I are to develop students’ abilities to write at a college level and to think critically. Students learn to make decisions based on rhetorical concerns of writer’s purpose, readers’ needs, and the context in which documents are read. Research is interwoven into documents as one method of supporting ideas and connecting with an audience. The course emphasizes process-based writing, student reflection of their learning progress, and it culminates in a portfolio.

Prerequisite: Placement indicating direct entry into ENG 101 or completion of either ENG 090 or ENG 095.

II. Course Outcomes and Objectives

Student Learning Outcomes: Composition I follows the learning outcomes of the Council of Writing Program Administrators (CWPA). The goals and objectives we have developed from these outcomes are provided in the syllabus to help students understand the knowledge and materials that they are expected to gain. By the end of the course, students will...

- Rhetorical Knowledge—read and compose a variety of texts by evaluating purpose, audience, genre, and context for different situations.

- Critical Thinking, Reading, and Writing—analyze and interpret ideas, information, situations, and texts in order to enhance their reading and writing abilities.

- Processes—use a composing process to generate ideas, draft, and revise for a variety of writing situations.

- Knowledge of Conventions-- apply conventions (grammar, punctuation, paragraphing, tone, mechanics, etc.) for different writing situations in order to create readable texts.

Relationship to Academic Programs and Curriculum:
Composition I is a required course for all degree programs at FLCC as the first writing course in a sequence followed by Composition II. Course objectives are integral to a student’s work in numerous courses throughout the curriculum. In addition, the materials studied develop students’ skills in college-wide learning outcome areas of writing, reading, critical thinking,
computer literacy, and information resources in order to improve transferability to other college institutions. This course meets the General Education written requirement in Basic Communication.

**College Learning Outcomes Addressed by the Course:**

- ☒ writing
- ☐ oral communications
- ☒ reading
- ☐ mathematics
- ☒ critical thinking
- ☒ computer literacy
- ☐ ethics/values
- ☐ citizenship
- ☐ global concerns
- ☒ information resources

**III. Instructional Materials and Methods**

**Types of Course Materials:**

1. Required--A rhetoric textbook such as

2. Recommended--A handbook that supports students’ work in documenting sources in MLA citation.
3. Recommended--Course materials available via Blackboard.

**Methods of Instruction (e.g. Lecture, Lab, Seminar ...):**

1. face to face and/or online discussion
2. large and small group face to face and/or online conversation
3. analytical and reflective face to face and/or online response to writing assignments
4. peer and instructor workshop response to writing assignments
5. self-evaluation, critical analysis, and writing process strategies
6. a variety of informal and formal in-class and out of class writing assignments
7. one on one, small group, or online faculty conferences

The methods of instruction listed provide the flexibility to design the course as a traditional, online, or hybrid course.

**IV. Assessment Measures (Summarize how the college and student learning outcomes will be assessed):**

The Humanities faculty uses portfolios as the assessment tool to measure each of the learning outcomes. Portfolios are defined as containing at minimum a reflective cover document focused on the student’s learning process, one or more show cased writing projects, and process materials for at least one major project. During the assessment process the faculty uses a rubric to measure whether students exceed, meet, approach or do not meet the course standards. The outcomes expressed in both the rubric and the course learning outcomes
encompass the SUNY General Education Learning Outcomes for Basic Communication-written.

V. General Outline of Topics Covered:

- The rhetorical writing situation embedded into all major assignments.
- Critical reading skills of evaluating, marking, and annotating texts.
- Units that cover the concepts of writing to reflect, inform, and analyze.
- Reflective writing used, in part, by students to self-evaluate progress on course learning outcomes.
- Portfolio work interwoven throughout the course.
- Effective source use interwoven in at least one major assignment; however, research skills should not become the cornerstone of the course.
- Stages of generating, drafting, and revising writing as the process steps for major writing assignments.
- Collaboration with peers as a part of the writing process.
- Student compilation of portfolios which are used as the assessment tool for the course.

The course requires students to compile a portfolio that gathers together writing from the course in order to critically reflect upon their learning process. Students collect, select, and reflect on the artifacts placed in the portfolio. The portfolio represents the students’ engagement and experience with the learning process.

Throughout the semester students analyze and revise their own writing and reflect on their writing processes. The reflection practice culminates in a reflective essay that serves as the opening document in the portfolio.