Syllabus

ENG 101 Composition I

General Information

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Department Humanities
Course Prefix ENG
Course Number 101
Course Title Composition I

Course Information

Catalog Description 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 the writer's purpose, the readers' needs, and the context in which documents are read. Guided exploration of popular and scholarly sources is interwoven into students' writing as one method of supporting ideas and connecting with an audience. The course emphasizes reflective, informative, and analytical process-based writing as well as the students' reflection of their learning progress. This course fulfills the SUNY Written Communication learning outcomes.

Credit Hours 3
Lecture Contact Hours 3
Lab Contact Hours 0
Other Contact Hours 0
Grading Scheme Letter

Prerequisites

None

Co-requisites

ENG 095 or placement into ENG 101
First Year Experience/Capstone Designation

This course DOES NOT satisfy the outcomes applicable for status as a FYE or Capstone.

SUNY General Education

This course is designated as satisfying a requirement in the following SUNY Gen Ed category
Communication - Written

FLCC Values

Institutional Learning Outcomes Addressed by the Course
Inquiry, Perseverance, and Interconnectedness

Course Learning Outcomes

Course Learning Outcomes

1. Rhetorical Knowledge— research a topic, develop an argument, and organize supporting details.

2. Critical Thinking, Reading, and Writing— create coherent college-level texts that informs, persuades, or otherwise engages with an audience.

3. Processes— evaluate communication for substance, bias, and intended effect.

4. Knowledge of Conventions-- and demonstrate the ability to revise and improve written and oral communication.

Outline of Topics Covered

Rhetorical Reading and Writing

Purpose

Subject

Audience

Context

Genre: Minimum Standards
Reflective Self-Evaluation Essay (500-750 words, MLA/APA)
Informative Research Essay (750-1250 words, MLA/APA). At least two sources integrated.
Rhetorical Analysis Essay (1250-1750 words, MLA)
In total, students should plan to write 10-15 pages of polished, formal prose that have gone through a revision process.

Reading Strategies
Responding to Texts
Reading Rhetorically
Reading to Write
Annotating and Summarizing

Writing Process
Pre-writing Strategies
Organizing Strategies
Peer Review
Workshop Commenting
Global and Local Revision
Editing

Integrating Sources
Evaluating for Relevance
Evaluating for Authority
Popular Sources
Scholarly Sources
Quotation, Paraphrase, and Summary
Citation Systems: MLA, APA
In-text Citation Format
End-of-text Citation Format

Reflective Writing
Self-evaluate before, during, and/or after a writing project
See growth in critical thinking
Transfer writing and research strategies to other contexts