SYLLABUS

DATE OF LAST REVIEW: 02/2013
CIP CODE: 24.0101
SEMESTER: DEPARTMENTAL SYLLABUS
COURSE TITLE: Composition I
COURSE NUMBER: ENGL0101
CREDIT HOURS: 3
INSTRUCTOR: DEPARTMENTAL SYLLABUS
OFFICE LOCATION: DEPARTMENTAL SYLLABUS
OFFICE HOURS: DEPARTMENTAL SYLLABUS
TELEPHONE: DEPARTMENTAL SYLLABUS
EMAIL: DEPARTMENTAL SYLLABUS

KCKCC-issued email accounts are the official means for electronically communicating with our students.

PREREQUISITES: Accuplacer scores of 75 in reading & 70 or higher in writing or completion of ENGL 0099 with a “C” or higher.

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION: Composition 101 is the first of two required composition courses. It is designed to help students achieve language proficiency and write paragraphs and essays which demonstrate unity, coherence, and levels of usage appropriate to the topic, purpose, and audience.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, and panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

CORE OUTCOMES MISSION STATEMENT: The Core Outcomes Project is an academic initiative of the Kansas Board of Regents that brings together faculty for the purpose of developing core outcomes and competencies for general education courses from the state’s universities, community colleges, and technical colleges. Common core outcomes and competencies contribute to
the state’s system of higher education by creating a seamless pathway for students by improving 
articulation and transfer between state institutions, facilitating communication within disciplines 
among the state’s faculty, and communicating to the state’s secondary schools the expectations of 
college-level curriculum that could result in improvements in college preparedness of students.

**CORE OUTCOMES SYLLABI:** The learning outcomes and competencies detailed in this 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.

**COURSE OUTLINE:**

I. Essay Pre-Writing  
   A. Brainstorming  
   B. Free-writing  
      1. Reading  
      2. Discussion  
      3. Observation  

II. Essay Writing  
   A. Introduction  
   B. Paragraphs  
      1. Thesis statement of essay  
      2. Transitional phrases and sentences  
      3. Unity, coherence, completeness  
      4. Information, detail  
   C. Conclusion  
   D. Diction  
      1. Formality  
      2. Originality  
      3. Connotations/denotations  
   E. Rhetorical patterns and combinations  
      1. Exemplification  
      2. Classification  
      3. Causal analysis  
      4. Narration  
      5. Description  
      6. Process Analysis  
      7. Definition  
      8. Comparison/contrast  
      9. Essay of logical argumentation  

III. Essay Revising  
   A. Draft  
   B. Guidelines  
      1. Address a specific audience  
      2. Consider the writer's role  
      3. Make purpose clear to reader  
      4. Develop ideas logically  
      5. Improve organization, development, unity, and coherence
6. Use effective vocabulary
7. Employ consistent tone and style
8. Include an appropriate title
9. Eliminate errors and mechanics
10. Employ effective coordination, subordination, and parallel structure in sentences

EXPECTED LEARNER OUTCOMES:
A. The learner will be able to perform the processes required in essay prewriting.
B. The learner will be able to write an essay.
C. The learner will be able to analyze his/her writing through self and peer analysis.
D. The learner will be able to revise his/her essay.

COURSE COMPETENCIES:
The learner will be able to perform the processes required in essay prewriting.
1. The learner should understand writing as a series of tasks.
2. The learner will be able to generate essay topics.
3. The learner will be able to select general topics for development in essays that respond to the needs of different audiences.
4. The learner will be able to develop an essay with a specific purpose.
5. The learner will be able to compose a thesis statement suitable for development in an essay.
6. The learner will understand how genres shape reading and writing.
7. The learner will use writing and reading for inquiry, learning, thinking, and communicating.
The learner will be able to write an essay.
8. The learner will be able to write an essay consisting of an introduction, body, and conclusion.
9. The learner will be able to write with unity, coherence, and completeness.
10. The learner will be able to write adopting appropriate voice, tone, and level of formality.
11. The learner will control such surface features as syntax, grammar, punctuation, and spelling.
12. The learner will develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics.
13. The learner will use conventions of format and structure appropriate to the rhetorical situation.
14. The learner will write in several genres.
15. The learner will understand the relationships among language, knowledge, and power.
The learner will be able to analyze his/her writing through self and peer analysis.
16. The learner will integrate their own ideas with those of others.
17. The learner will learn to critique their own and others' work.
18. The learner will learn to balance the advantages of relying on others with the responsibility of doing their part.
19. The learner will develop flexible strategies for generating, revising, editing, and proofreading.
20. The learner will understand the collaborative and social aspects of writing processes.
The learner will be able to revise his/her essay.
21. The learner will be aware that it usually takes multiple drafts to create and complete a successful text.
22. The learner will develop flexible strategies for generating, revising, editing, and proofreading.
23. The learner will understand writing as an open process that permits writers to use later invention and rethinking to revise their work.
ASSESSMENT OF LEARNER OUTCOMES:

Student progress is evaluated by means that include, but are not limited to, exams, written assignments, and class participation.

Assessment methods will include successful completion of five (5) essays; regular attendance; discussion and contributions to the class.

ENGLISH DEPARTMENT STATEMENT ON PLAGIARISM:
Students who plagiarize borrow the language, thoughts, and ideas of another author, directly or indirectly, and claim them as their own. The most blatant form of plagiarism is to use directly quoted material with no quotation marks and/or no reference to the source. Borrowed material that students paraphrase but do not document is also plagiarism. In fact, any form of cheating-crib sheets during tests, copying another student's work inside or outside of class, buying papers, etc.- is plagiarism. If students have any doubts about borrowing information, they should ask the instructor. The penalties for plagiarism can be severe and may include failing the paper and/or failing the course. However, the penalty in a given case is at the discretion of the individual instructor.

SPECIAL NOTES:
This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact the Director of the Academic Resource Center, in Rm. 3354 or call at: 288-7670.