**Coconino Community College**

**SYLLABUS FOR *Fundamentals of Composition  
SEMESTER  
ENG 099, 4 CREDIT HOURS***

***COURSE DAY AND TIME AND ROOM #***

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| **Instructor:** | **Office Hours:** |
| **Office:** |
| **Phone:** |
| **Email:** |

**COURSE DESCRIPTION AND PREREQUISITE:** Integrated reading/critical thinking/writing approach to basic skills needed for success in college. Extensive writing practice with emphasis on the writing process, writing strategies and essay development. Prerequisite: ENG 095 or placement beyond prerequisite. Four lecture.

**COURSE CONTENT:** Course Content will include: 1. grammar/punctuation/syntax: a. subject/verb agreement; b. tense consistency; c. subject/pronoun agreement; d. sentence fragments; e. run-on sentences; f. punctuation; g. and capitalization; 2. the writing process: a. prewriting: i. gather information; ii. generate ideas; iii. clarify points, organize structure; b. drafting: i. composing introductory paragraph; ii. body paragraphs; iii. concluding paragraph; c. revising: i. revising for unity, support, coherence; ii. revising for sentence variety and clarity; d. editing: i. editing for usage, spelling and mechanics e. publishing/presentation: i. following directed format and submission; 3. essay development a. purpose; b. audience; c. point of view; d. organization; i. thesis sentence; ii. topic sentence; iii. specific support; iv. transitions; e. introductory paragraph techniques; f. concluding paragraph strategies; 4. patterns of writing development/rhetorical strategies a. description/ narrative; b. cause and effect; c. comparison and contrast; d. process; e. exemplification; 5. writing analysis and critique: a. identify strengths and areas for improvement related to writing; i. professional writing ii. peer writing iii. self-writing

**COURSE OUTCOMES:** Upon successful completion of this course, students will: 1. recognize rhetorical contexts in purpose, audience, point of view, thesis statement, and organization in their own writing; 2. follow the writing process: prewriting (idea generating, organizing) drafting, revising, and publishing; 3. generate and organize writing to ensure unity, coherence, sentence variety, and clarity; 4. incorporate sentence variety into their own writing; 5. use feedback from peer review, instructor comments, and other resources to revise writing; 6. write complete, clear and grammatically correct sentences; 7. retain graded coursework and other important course materials for review.

**COURSE GOALS:** 1. To prepare students for the reading, critical thinking, and writing skills required in college-level English courses or in the workplace through extensive practice in critical reading and writing.   
2. To provide training in essay development, grammar and writing mechanics

**COURSE REQUIREMENTS:**

* Textbook: Albright, Zoe L. and John Langan, College Writing Skills with Readings. 10th ed. New York: McGraw Hill, 2019. ISBN 9781260030228
* Access to CANVAS and ability to perform basic computer skills

**COURSE POLICIES:**

**Classroom Etiquette/Standards of Conduct:** *Discussion etiquette, learning environment, etc.*

**Academic Dishonesty Procedure:** Academic dishonesty is a violation of the Student Code of Conduct as defined in Procedure 503-01. When a student commits an act of academic dishonesty, the instructor is responsible for determining the grade for the course or assignments. Incidents of academic dishonesty are reported to the Dean of Student development and Community Engagement for adjudication and follow up

**Attendance:** *State your attendance policy here. Best practices indicate that an attendance policy increases student success. If an external agency or board requires attendance taking for your course or program of study, follow that requirement and state it here.*

**College Attendance Policy:** As stated in Procedure 303-02, students must attend their classes and participate in a course-specific, academically related activity in online classes the first week of school or a grade of NS (no-show) will be recorded by their instructor, and they will be withdrawn from the course. Students will not receive refunds for classes in which they have received an NS grade. Students have the right to appeal a grade of NS through the Office of Registration and Enrollment Services.

Students must drop or withdraw from any class they do not wish to complete, and they are financially and academically responsible for all courses that they do not drop by published deadlines. The Office of Registration and Enrollment Services publishes instructions for students to follow when dropping or withdrawing from classes. Students are encouraged to discuss drop and withdrawal options with their academic advisor and the Office of Student Financial Aid (if a financial aid recipient).

Instructors may create specific class attendance requirements, as published in the class syllabus. Students may not be penalized for missing class for a religious observance, jury duty, military duty or other mandatory civic duty, representing the College in an official capacity, or participating on field trips for another class, if they have given the instructor reasonable notice. The instructor’s syllabi should define reasonable notice.

**Late Work Policy:** State your late work policy here

**Communication:** Here, insert your plan for communicating with students during the course (ie, expectations for discussion posts, feedback, email, and grades.)

**ASSESSMENT:** *You must incorporate the approved assessment methodologies as listed in the course outline. (*[*http://www.coconino.edu/curriculum/course-outlines*](http://www.coconino.edu/curriculum/course-outlines)*) You may develop other methods of assessment, but you must administer the required assessment activities.*

Assessment of Course Outcomes will include:   
1. course grades as determined by the instructor as outlined in the course syllabus;   
2. a minimum of four essays of instructor-evaluated writing to include essays of 2-3 pages in length, illustrating sufficient competency to succeed in English 101;   
3. a portfolio and reflective essay which review graded coursework and student progress

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| **GOAL (COURSE OUTCOMES) Students will:** | **COURSE CONTENT** | **ASSESSMENT** |
| 1. recognize rhetorical contexts in purpose, audience, point of view, thesis statement, and organization in their own writing; | 4a-e | Essays, assignments, discussions. |
| 2. follow the writing process: prewriting (idea generating, organizing) drafting, revising, and publishing; | 2a-e | Essays, assignments, discussions. |
| 3. generate and organize writing to ensure unity, coherence, sentence variety, and clarity; | 2a-e; 3a-f | Essays, assignments, discussions. |
| 4. incorporate sentence variety into their own writing; | 1a-g; 2a-e; 3a-f | Essays, assignments. |
| 5. use feedback from peer review, instructor comments, and other resources to revise writing; | 2a-e; 3a-f; 5a; | Peer review; essays. |
| 6. write complete, clear and grammatically correct sentences; | 1a-g; | Essays, assignments, quizzes. |
| 7. retain graded coursework and other important course materials for review. | 2e; 5a | Final portfolio essay reflection |

**COURSE EVALUATION:** *Communicate your evaluation plan and the basis for evaluation.* *Here is an example*

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| **Activity** | **Point Allotment** | **Total** |
| Essay Rough Drafts | 4 @25 | 100 |
| Essay Peer Reviews | 4 @25 | 100 |
| Essay Final Drafts | 4 @100 | 400 |
| Quizzes | 419 | 419 |
| Other Assignments | 110 | 110 |
| Discussions | 15 @ 20 | 300 |
| Midterm | 50 | 50 |
| Final | 100 | 100 |

**GRADING SCALE:** *Communicate your grading criteria.*

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| --- | --- |
| Percentage or Course Points Here | Grading Scale Here  100-90 A Excellent  89-80 B Exceeds Standard  79-70 C Meets Standard  69-60 D Below Standard  <60 F Failure |

**FINAL EXAM POLICY:** See College Policy 303-04. *Add anything specific to your course.*

**\*Optional: EXTRA CREDIT:** *Outline your policy. Make sure to check the Course Guidelines for your course.*

SEMESTER CALENDAR: a list of all class periods and the topics, chapters and dates of major exams and projects planned for those dates.

*Example:*

**Semester Year Course Schedule:**

(Please note that this is a tentative schedule and is subject to change)

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| Week | Expectations |
| Week 1 | **Read:** Start Here Module Syllabus, Semester Schedule Chapter 1: An Introduction to Writing pp. 2-23 Chapters 32-33 Capital letters, Numbers & Abbreviations pp. 562-573 Powerpoint: Keys to Better Writing  Powerpoint: How Sentences Work  **Assignments** Discussion: Week 1 Letter to the Instructor Chapter 1 QUIZ Chapter 32-33 QUIZ QUIZ: Syllabus |
| Week 2 | **Assignments** Discussion Week 2: The Writing Process and Essay Structure Chapter 2 worksheet Chapter 2 QUIZ Chapter 22 Practice QUIZ  **Read:** Chapter 2 The Writing Process pp. 24-51 Chapter 22 Fragments pp 481-494 Video: How to Write an Effective 5-Paragraph Essay |
| Week 3 | **Read and View:** “Intro. To Readings” p 634-638 and “Three Passions” by Bertrand Russell  Chapter 3 The First and Second Steps in Essay Writing pp. 52-84 Chapter 23 Run-on pp. 495-506 Review Essay #1 assignment and rubric.  View at least **one** of the two videos on essay writing.  **Assignments** Discussion: Week 3 “Three Passions” QUIZ Chapter 3 worksheet Chapter 23 Practice QUIZ Essay 1 Scratch Outline |
| Week 4 | Read: “The Quiet Struggle of College Students with Kids” p. 737 Chapter 4: The Third Step in Essay Writing pp. 85-111 Chapter 9 Narration p. 225-245 Video: How to Write an effective essay: The Introduction Video: Formatting MLA 8th Ed.    Assignments:  Discussion: Narrative Structure + Introductions/Conclusions QUIZ: ”The Quiet Struggle of College Students with Kids” QUIZ: Chapter 4 Essay 1 Rough Draft Essay 1 Peer Review |
| Week 5 | Read and View: Chapter 5 pp. 112-145 Powerpoint: "Avoiding YOU  Video: 5 tips to improve your writing Video: Revising Your Essay   Assignments: Week 5 Discussion Chapter 5 Quiz Chapter 36 Quiz Essay 1 Final Draft |
| Week 6 | **Read:** “How to Make it in College…” p. 702 Chapter 11 Process pp. 265-282 Chapter 36 Commas: pp. 589-598  Essay 2 Assignment Details Video: How to Write a Process Analysis Essay  **Assignments** Week 6 Discussion “How to Make it in College…” QUIZ Commas quiz Essay 2 Outline |
| Week 7 | Read: Chapters 6 & 7: Four Bases for Revising Essays & Essay Development pp.147-202 Chapter 34: Apostrophes pp. 574-580 Plagiarism Powerpoint  Video: Plagiarism Video: Revision  Assignments: Week 7 Discussion Essay 2 Rough Draft Essay 2 Peer Review Chapter 34 Quiz: Apostrophes Essay 1 Reflection |
| Week 8 | Read: Chapter 35: Quotation Marks pp. 581-588 Chapter 17: Information Literacy pp. 392- 409. Video: Information Literacy  Assignments: Discussion 8 Essay 2 Final Draft Mid-Term Exam |
| Week 9 | Read: Chapter 18: Summarizing and Paraphrasing pp. 410-429 Powerpoint: Writing a Summary  Chapter 12 Cause and Effect pp. 283-304 Essay 3 Assignment Details Video: Cause-and-effect Essay  Assignments: Week 9 Discussion Summary Assignment Punctuation Quiz Essay 3 Scratch Outline |
| Week 10 | Read: Chapter 13 Compare-Contrast pp.305-328 Chapter 25 Subject-Verb Agreement p. 518-524 Powerpoint: Passive/active voice  Assignments Week 10 Discussion Essay 2 Reflection Quiz: Passive/active voice Rough Draft Essay 3 Peer Review Essay 3 |
| Week 11 | Read: “Propaganda Techniques in Today’s Advertising” p. 338 Powerpoint: Parallel structure Chapters 27-28: Pronoun Agreement & Types pp. 530-544 “Shame” p. 645 AND “I Became Her Target.” p. 653   Assignments:  Week 11 Discussion Essay 3 Final Draft QUIZ: “Shame” & “I Became Her Target" Parallel structure quiz |
| Week 12 | Read: Chapter 10 Exemplification p. 222-241 Chapters 29-31 Modifiers  p. 545-560  “Is Sex All That Matters?’ p. 764 Essay 4 Assignment Details VIEW: Exemplification Essay video  Assignments:  Week 12 Discussion QUIZ: “Is Sex All that Matters?” Essay 4 Outline |
| Week 13 | **Read:** Chapters 37-38 Confused Words/Word Choice p. 600-616 Powerpoint: Stereotypes-Alcohol and gender ads Video: Word Choice  **Assignments** Chapter 37 quiz Essay 3 Reflection Quiz: Ch 37 Confused Words Essay 4 Rough Draft Essay 4 Peer Review |
| Week 14 | Read:  “The Professor Is a Dropout” p. 746. Powerpoint: Search Strategies Video: Using Google Scholar  Assignments Essay 4 Final Draft Quiz: "The Professor is a Dropout" Discussion 14: Research strategies |
| Week 15 | **Read:** Web link: Write a Resume and Cover Letter Powerpoint: Resume & Cover Letter Writing  **Assignments** Grammar quiz Discussion: Resume & Cover Letters Resume & Cover Letter Assignment |
| Week 16 | FINAL: Portfolio analysis/ Reflection Essay |

**MODIFICATION:** *Be sure to include*

**“The Instructor reserves the right to add, delete, or modify the syllabus with reasonable notification.”**

*Be sure you follow through with either handing out a written document or posting the updated information in your class’s online course page.*

**SYLLABUS STATEMENTS:**To simplify syllabus construction we have provided an electronic link to the CCC Syllabus Statements. The CCC statements are accessible to you and your students from within Canvas.