College Composition I
Professor X
Email: X
Class Meeting Times
Fall 2023

Course Description
College Composition I helps students strengthen their college level writing skills. Students deepen their critical thinking and hone their writing process and judgement as they compose for a variety of purposes and audiences. Throughout the course of the semester, students revise and edit their writing to produce well-developed, grammatically clear, and coherent academic prose.

While Composition I does not require a research paper, students begin to select, integrate, and synthesize outside sources into their compositions.

During class periods, students learn about and practice pre-writing, revision, and editing techniques. They analyze and discuss professionally written compositions and may engage in peer editing workshops.

TEXT:  Textbooks:


Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Apply the writing process: invent, draft, revise, and edit using the conventions of academic writing
2. Write for a variety of purposes and audiences
3. Compose essays that assert and develop a debatable thesis statement by using relevant evidence in academic discourse
4. Select and integrate sources using proper documentation
5. Analyze and synthesize textual evidence, with correct attribution, to produce academic writing

Overview of Work
This writing intensive course requires multiple drafts of 4 major essays. The first major essay should be about 500 words, the second major essay should be about 750 words, the third major essay should be about 1,000 words and the fourth major essay should be about 1,200 words. In addition to these essays, students will write between 5-10 additional assignments, like summaries, analyses, and journal entries, and take a final in-class exam.

**Grading**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Essay Assignments</td>
<td>60%</td>
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<tr>
<td>Final Essay Exam</td>
<td>10%</td>
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<tr>
<td>Shorter Writing Assignments</td>
<td>20%</td>
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<tr>
<td>Class Participation</td>
<td>10%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>94% -100%</td>
</tr>
<tr>
<td>A -</td>
<td>90% - 93%</td>
</tr>
<tr>
<td>B +</td>
<td>87% -89%</td>
</tr>
<tr>
<td>B 84% -86% P</td>
<td>D 60% - 69%</td>
</tr>
<tr>
<td></td>
<td>C + 77% - 79%</td>
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<tr>
<td></td>
<td>C 70% - 76%</td>
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<tr>
<td></td>
<td>F 59% or Less</td>
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# Sample Week by Week Schedule – Subject to change

<table>
<thead>
<tr>
<th>Week</th>
<th>In-Class</th>
<th>Assignment Due</th>
<th>SLOs Met</th>
</tr>
</thead>
</table>
| 1    | Introductions  
Review syllabus  
Introduction to the Writing Process  
Brainstorming Strategies  
Writing Diagnostic | Writing diagnostic | 1 |
| 2    | Introduce Paper 1: Rhetorical Analysis  
Discussion of purpose and audience  
Pre-writing activity | Read Chapter 5: Purpose, pg. 59 and Chapter 6: Audience, pg. 61  
Read and respond to Roy Peter Clark’s “A Rhetorical Analysis of Obama’s Speech on Race,” pg. 116 | 1; 3 |
| 3    | Essay structure  
Thesis templates  
Drafting  
Continue discussion of purpose and audience | Read Chapter 29: Organizing your Writing, Guiding Your Readers, pg. 345 and Chapter 30, Drafting, pg. 364 | 1; 2; 3; 4 |
| 4    | Peer Review, Essay #1  
Drafting  
Revising and Editing Techniques  
Discussion of assigned readings | Read Summarize Jada Jones’s “Black Mamas’ Lives Matter: The Severe Racial Disparity in Maternal Mortality Rates,” pg. 818  
Read Chapter 32, Getting Response and Revising, pg. 372 and Chapter 33, Editing and Proofreading, pg. 380  
First draft of Paper 1 due | 2 |
| 5    | Revisit essay structure  
Discussion of assigned readings  
Introduce Paper 2: Common Midterm | Read and summarize Shayna Cook’s, “Poor Shaming – But This Time in the School Cafeteria,” pg. 813, and Sarah Dzubay’s, “An Outbreak of the Irrational,” pg. 825 | 1; 2 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
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</table>
| 6    | Peer review 2  
Summaries, paraphrases, and quotations  
Introduce MLA |  
First draft of Paper 2 due: Common Midterm Assessment  
Read, summarize, and respond to Danah Boyd’s, “Wikipedia as a Site of Knowledge Production,” pg. 757  
Read Chapter 51: Quoting, Paraphrasing, and Summarizing, pg. 526 | 1; 2; 3; 4 |
| 7    | Introduce Paper 3  
Venn diagram activity  
Citing Sources in MLA format  
Discussion of assigned readings |  
Read and summarize 2 essays TBD from one of the themes in the textbook’s “Thematic Guide to Readings”  
Read Chapter 39: Comparing and Contrasting, pg. 437 | 1; 2; 5 |
| 8    | Midterm Advisory Conferences |  |
| 9    | Debate  
Logical fallacies  
Brainstorming for Paper 3 | 1; 5 |
| 10   | Peer review 3  
Counterarguments |  
Draft of Paper 3 due | 1; 5 |
| 11   | Discussion of assigned readings  
Effectively integrating outside sources  
Strategies for writing in-class timed essays |  
**Paper 3 due**  
Read and summarize 2 more essays from the theme chosen during Week 7 from the thematic readings portion of the textbook | 1; 2; 5 |
<table>
<thead>
<tr>
<th>12</th>
<th>Introduce Paper 4: Simulated Research Outlining and drafting Practice In-Class Essay</th>
<th>1; 3</th>
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<tbody>
<tr>
<td>13</td>
<td>Last minute peer review exercise Paper 4 reflection activity Review strategies for writing in-class timed essays</td>
<td>Draft of Paper 4 Read Chapter 49: Synthesizing Ideas, pg.535</td>
</tr>
<tr>
<td>14</td>
<td>Final Essay Exam Revisions of Paper 4</td>
<td><strong>Paper 4 due</strong></td>
</tr>
<tr>
<td>15</td>
<td>Course wrap-up Conferences</td>
<td>Final revisions due</td>
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