

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:

Bullock, Richard, Maureen Daly Goggin, and Francine Weinberg. *The Norton Field Guide to Writing with Readings*. 6th ed. W.W. Norton and Company, 2022. ISBN-10 : 0393884074 ISBN-13 : 978-0393884074

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

Essay Assignments	60%
Final Essay Exam	10%
Shorter Writing Assignments	20%
Class Participation	10%
Total	100%

Grading Scale

A 94% -100%	B – 80% - 83%	F 59% or Less
A – 90% - 93%	C + 77% - 79%	
B + 87% -89%	C 70% - 76%	
B 84% - 86% P	D 60% - 69%	

Sample Week by Week Schedule – Subject to change

Week	In-Class	Assignment Due	SLOs Met
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

	Assessment Brainstorming for Paper 2: Common Midterm Assessment	Paper 1 due	
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 Paper 2 due: Common Midterm Assessment	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

12	Introduce Paper 4: Simulated Research Outlining and drafting Practice In-Class Essay		1; 3
13	Last minute peer review exercise Paper 4 reflection activity Review strategies for writing in-class timed essays	Draft of Paper 4 Read Chapter 49: Synthesizing Ideas, pg.535	1; 2; 3; 4; 5
14	Final Essay Exam Revisions of Paper 4	Paper 4 due	1; 2; 5
15	Course wrap-up Conferences	Final revisions due	1

