

Date Adopted: Fall 1984
Date Reviewed: 1986, 1987, 1989, 1990, 1996, 1998, 2005
Date Revised: 1986, 1987, 1989, 1990, 1991, 1992, 1995, 1996,
1998, 2001, 2007

Alabama
Department of
Postsecondary Education
Representing Alabama's Public Two-Year College System
Jefferson State Community College

ENG 101
English Composition I

I, ENG 101 English Composition – 3 Semester Hours

II. Course Description

English Composition I provides instruction and practice in the writing of at least six extended compositions and the development of analytical and critical reading skills and basic reference and documentation skills in the composition process. English Composition I may include instruction and practice in library usage.

III. Prerequisite

Successful completion of ENG 093; or a score of 20 or better on the ACT (or equivalent SAT score); or appropriate placement score.

IV. Textbook

eFictions, Joseph Trimmer, C. Wade Jennings, Annette Patterson. Fort Worth: Thomson/Wadsworth. 2002

Hodges' Harbrace Handbook, Sixteenth Edition. Cheryl Glenn and Loretta Gray. US: Thomson/Wadsworth 2007.

V. Course Objectives

1. Develop and use strategies for writing essays from development of subject through revision of the essay.
2. Develop and use focused structure, incorporating logical and coherent generalizations and details on a variety of subjects.
3. Develop basic reference and documentation skills with emphasis on quotes and paraphrases.
4. Develop analytical and critical reading skills as a tool for teaching composition skills.

VI. Course Outline of Topics

Instruction in composition will include units on prewriting, composing, revising, and producing final drafts with concurrent instruction in reading and analytical skills.

VII. General Course Competencies

To complete this course, the student must have, in the instructor's judgment, a reasonable mastery of the following competencies:

- A. The ability to comprehend assigned readings, including short fiction.
- B. The ability to respond to assigned readings by writing effective expository and argumentative multi-paragraph papers.
- C. The ability to construct effective outlines.
- D. The ability to use primary and secondary sources effectively and accurately.
- E. The ability to use electronic resources.

VIII. Course Objectives Stated in Performance Terms

During the course, the student will do the following under the guidance of the instructor:

- A. Analyze in oral and/or written discussions at least twelve assigned readings
 1. Use the language of the genre being studied
 2. Use evidence from assigned readings to support points in analyses
 3. Use strategies for writing essays from development of subject through revision of the essay

- B. Plan and write at least six multi-paragraph papers (of approximately 500 words each), the majority in class, in Standard English (generally accepted spelling, grammar, punctuation, and vocabulary)
 1. Write a paper that reflects the following structure
 - a. An introductory paragraph that
 - (1) Begins effectively
 - (2) Contains a thesis statement
 - (a) To restrict the topic sufficiently for detailed development
 - (b) To express clearly the student's purpose in writing the paper
 - b. Body paragraphs, each of which
 - (1) Contains a topic sentence
 - (a) To express clearly one aspect of the thesis statement
 - (b) To indicate logical development of the thesis statement
 - (c) To control the size and scope of the respective paragraphs
 - (2) Contains specific, concrete details that both relevantly and adequately support the topic sentence
 - c. An effective concluding paragraph
 2. Write a paper that displays the following attributes
 - a. Clear, logical organization
 - b. Clear sentence structure
 - c. Correct punctuation
 - d. Consistent point of view
 - e. Variety in sentence structure
 - f. Appropriate diction
 3. Write a paper that is free of the following major errors
 - a. Sentence fragment
 - b. Comma splice
 - c. Fused sentence
 - d. Disagreement of subject and verb
 - e. Pronoun error (case, agreement, reference)
 - f. Verb error (principal part, tense, shift)
 - g. Misspelled words

***NOTE:** Even though the organization and content of the paper are acceptable, 4 of these major errors will cause it to be assigned an F

- C. Construct outlines that follow the conventions of formal outlining
- D. Use primary and secondary sources for documentation
 - 1. In library work, locate sources through both the card catalog, computer sources, and other types of references such as periodical and subject indexes
 - 2. In taking notes and citing sources, observe the conventions of MLA documentation
 - 3. In writing documented papers, use responsibly both the words and ideas of other writers

IX. Class Activities:

- A. Read assignments
- B. Listen to lectures or read lecture notes (based on course delivery mode)
- C. Participate in discussions, group work, oral presentations, etc.
- D. Plan papers
- E. Write papers
- F. Revise papers

X. Evaluation and Assessment

Each student must write at least six extended compositions or equivalent assignments. English Composition I should be taught with 25 or fewer students per section in compliance with National Council of Teachers of English standards.

Grades will be given based upon A = 90 – 100%, B = 80 – 89%, C = 70 – 79%, D = 60 – 69%, and F = below 60%.

XI. Attendance

Students are expected to attend all classes for which they are registered. Students who are unable to attend class regularly, regardless of the reason or circumstance, should withdraw from that class before poor attendance interferes with the student's ability to achieve the objectives required in the course. Withdrawal from class can affect eligibility for federal financial aid.

XII. Statement on Discrimination/Harassment

The College and the Alabama State Board of Education are committed to providing both employment and educational environments free of harassment or discrimination related to an individual's race, color, gender, religion, national origin, age, or disability. Such harassment is a violation of State Board of Education policy. Any practice or behavior that constitutes harassment or discrimination will not be tolerated.

XIII. Americans with Disabilities

The Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act of 1990 state that qualified students with disabilities who meet the essential functions and academic requirements are entitled to reasonable accommodations. It is the student's responsibility to provide appropriate disability documentation to the college.

Revised on 1/12/2005 1:48:58 PM 2