



Syllabus

ENG 101 Composition I

General Information

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Department Humanities

Course Prefix ENG

Course Number 101

Course Title Composition I

Course Information

Catalog Description The goals of Composition I are to develop students' abilities to write at a college level and to think critically. Students learn to make decisions based on rhetorical concerns of the writer's purpose, the readers' needs, and the context in which documents are read. Guided exploration of popular and scholarly sources is interwoven into students' writing as one method of supporting ideas and connecting with an audience. The course emphasizes reflective, informative, and analytical process-based writing as well as the students' reflection of their learning progress. This course fulfills the SUNY Written Communication learning outcomes.

Credit Hours 3

Lecture Contact Hours 3

Lab Contact Hours 0

Other Contact Hours 0

Grading Scheme Letter

Prerequisites

None

Co-requisites

ENG 095 or placement into ENG 101

First Year Experience/Capstone Designation

This course **DOES NOT** satisfy the outcomes applicable for status as a FYE or Capstone.

SUNY General Education

This course is designated as satisfying a requirement in the following SUNY Gen Ed category

Communication - Written

FLCC Values

Institutional Learning Outcomes Addressed by the Course

Inquiry, Perseverance, and Interconnectedness

Course Learning Outcomes

Course Learning Outcomes

1. Rhetorical Knowledge— research a topic, develop an argument, and organize supporting details.
2. Critical Thinking, Reading, and Writing— create coherent college-level texts that informs, persuades, or otherwise engages with an audience.
3. Processes—evaluate communication for substance, bias, and intended effect.
4. Knowledge of Conventions-- and demonstrate the ability to revise and improve written and oral communication.

Outline of Topics Covered

Rhetorical Reading and Writing

Purpose

Subject

Audience

Context

Genre: Minimum Standards

- Reflective Self-Evaluation Essay (500-750 words, MLA/APA)
- Informative Research Essay (750-1250 words, MLA/APA). At least two sources integrated.
- Rhetorical Analysis Essay (1250-1750 words, MLA)
- In total, students should plan to write 10-15 pages of polished, formal prose that have gone through a revision process.

Reading Strategies

Responding to Texts

Reading Rhetorically

Reading to Write

Annotating and Summarizing

Writing Process

Pre-writing Strategies

Organizing Strategies

Peer Review

Workshop Commenting

Global and Local Revision

Editing

Integrating Sources

Evaluating for Relevance

Evaluating for Authority

Popular Sources

Scholarly Sources

Quotation, Paraphrase, and Summary

Citation Systems: MLA, APA

In-text Citation Format

End-of-text Citation Format

Reflective Writing

Self-evaluate before, during, and/or after a writing project

See growth in critical thinking

Transfer writing and research strategies to other contexts