

**ODESSA COLLEGE**  
**ENGLISH 1301**  
**Seminole High School Dual Credit**  
**Composition I**  
**FALL 2012**

Instructor: Jeffrey Patterson

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Prerequisites: TSI Compliance

Class Meeting Times/Dates:

Monday through Friday, counselor-assigned periods

**I. Course Description**

English 1301/Composition I is designed to improve reading skills through the use of thought-provoking material on which to base training in expository writing. Throughout the semester the study of grammar and sentence structure will be integrated with the student's needs as reading and writing improve. Outside reading will be devoted chiefly to nonfiction, especially material in which general information is stressed.

**II. Instructional Materials:**

**Required Text:**

1. Hacker, Diana. *A Writer's Reference*. 2009 MLA Update/6<sup>th</sup> Ed. Boston: Bedford/St. Martin's, 2009. ISBN: 978-0-312-59332-2
2. Nadell, Judith, John Langan, and Eliza A. Comodromos. *The Longman Writer*. 10th ed. for HC. New York: Pearson, 2012. ISBN: 978-0205172894

**III. Course Requirements**

1. Introductory essay-focus on MLA format, audience, grammar, and punctuation.
2. Comparison essay – focus on writing process, organization, thesis, use of outside sources, and documentation of sources using MLA format as well as grammar and punctuation.
3. Classification essay – focus on writing process, organization, thesis, use of outside sources, and documentation of sources using MLA format as well as grammar and punctuation.
4. Annotated Bibliography – focus on evaluating and documenting sources as well as writing summaries of scholarly articles.
5. Argument essay #1 – focus on argumentation, use of outside sources, documenting sources using MLA format as well as grammar and punctuation. Assignment also includes a PowerPoint presentation of argument and findings.
6. Final Essay – pattern of development determined by instructor, source material provided by instructor. Graded using Core Evaluation Rubric to determine competencies achieved.
7. Non-fiction reading assignments related to comparison, classification, cause-effect, descriptions, etc.

**IV. Learning Objectives**

- Demonstrate knowledge of individual and collaborative writing processes;
- Read a variety of texts and reflect upon and respond critically to those texts;

- Learn to write thesis driven essays, with clear internal organization governed by a series of controlled paragraph topic sentences;
- Learn to develop ideas by moving logically in a body paragraph from the generalization of the topic sentence to more specific clarifications;
- Learn to understand and appropriately apply modes of expression in written communication;
- Learn to maintain a logical movement through an essay with control of transitions, clarifications, and reasonable conclusions to ideas;
- Learn to analyze an audience to determine the best strategies for effectively communicating with that audience;
- Demonstrate an understanding of some basic research techniques and how to use library resources;
- Demonstrate a knowledge of research documentation including quotation integration, proper citation, and some knowledge of bibliographic form;
- Demonstrate competence in using Edited American English when articulating ideas in well-organized, lucid prose that exhibits the application of the aforementioned skills.

**V. Attendance Policy/Makeup Work**

Students are expected to be present and on time at each class session. Students cannot do their best work or benefit fully from the course if they do not attend class regularly. Any class sessions missed, regardless of cause, reduce the academic opportunities of the student. It is the student's responsibility to check with the instructor regularly to determine the deadlines for in-class and out-of-class assignments. Work missed during an absence must be completed within one week of the student's return to class. It is the student's responsibility to find out what make-up work is required.

**VI. Class Assessment/Grading**

Essays will be graded according to the "Scoring Sheet for Essays."

**Grade Scale**

A = 90-100

B = 80-89

C = 70-79

D = 60-69 (as relating to college assigned grades)

F = 0-59 (0-69 for high school grades)

**Six Weeks Grade**

Daily Work, Discussion, In-class writings	50%
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Major Essays	50%
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**Semester Average**

Each 6 weeks	25%
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Semester Exam	25%
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**VII. Course Content:** College-level courses may include controversial, sensitive, and/or adult material. Students are expected to have the readiness for college-level rigor and content.

**VIII. ADA Statement:** Any student who requires special accommodations due to a documented disability under the provisions of the American with Disabilities Act should contact the District ADA Coordinator.

**IX. Student Conduct Policy**

Each student will be expected to conduct himself/herself in a manner that is conducive to an effective learning situation. No tobacco is allowed in any classroom. Cell phones should be in the off/silent position. Any student who unduly disrupts a class or violates any behavior rule, regulation, or policy of Lamesa High School during class will be subject to immediate removal from the class and to appropriate disciplinary action. Any student who is caught cheating on an examination or graded writing assignment will receive a grade of "0" on the respective exam or assignment and be subject to further disciplinary action. **Plagiarism is cheating.**

**IX. Course Calendar**

Week 1 – Course Introduction, Avoiding Writing Errors, Annotating Texts

Week 2 – Prewriting, Purpose, Audience, Tone, Point of View, MLA

Week 3 – Writing a thesis, MLA

Week 4 – Descriptive/Narrative Essay

Weeks 5, 6 – Using Comparison as a pattern of development in an essay using at least two sources to support points. Recognizing Comparison and Cause/Effect as patterns of development in essays, selected expository readings.

Weeks 7, 8 – Using Classification as a pattern of development in an essay using at least two sources to support points, selected expository readings.

Weeks 9, 10, 11 – Supporting thesis with evidence, argument, persuasion, MLA, selected expository readings.

Weeks 12, 13 – Working with databases, annotated bibliography, MLA, argumentative essay #1

Weeks 14, 15 – Argumentative essay #2

Week 16 – Final Exam

**Student Evaluations of Instruction**

The SEI process for face-to-face and online courses is scheduled for the week of November 26th.