



**Columbus State Community College
English Department**

COURSE AND NUMBER: Introduction to Composition – ENGL 0190

CREDITS: 3

CLASS HOURS PER WEEK: 3

PREREQUISITES: A grade of "C" or higher in DEV 041, a grade of "C" in DEV 0155, or COMPASS results of 31-55

INSTRUCTOR: YOUR NAME HERE

OFFICE PHONE:

EMAIL: YOUR CSCC EMAIL HERE

DEPARTMENT PHONE/MAILBOX: 614/287-2531/Nestor Hall 420

DEPARTMENT FAX: 614/287-5375

DESCRIPTION OF COURSE:

Students develop skills and confidence in reading and writing in preparation for English 1100 by analyzing the writings of students and professionals. Using a process writing method, students will develop compositions for multiple purposes and with a multi-modal focus.

LEARNING OUTCOMES:

By the end of the course, students should:

- Demonstrate use of prewriting, drafting, revising, and editing in writing process.
- Write essays using various methods of development including, but not limited to, narration, description, and exemplification.
- Recognize individual writing problems and develop strategies for correcting them.
- Write clearly and effectively in standard English by completing a series of specific writing assignments.
- Speak clearly and effectively in standard English by discussing assigned professional and student writings in class.
- Demonstrate reading comprehension at the two-year college level by reading and writing about assigned readings.
- Clarify one's own value system by taking a stand in written work.
- Work collaboratively by reading student papers and discussing suggestions for improvement (peer revision and editing) and participating in discussion groups.
- Demonstrate understanding of individual rights and responsibilities of group membership.
- Demonstrate understanding of others' perspectives by conducting informal research.
- Demonstrate knowledge of the difference between personal and public sources in writing.

GENERAL EDUCATION GOALS:

1. Engage in Critical Thinking
2. Communicate Effectively
3. Demonstrate an Understanding of Community and Civic Responsibility
4. Demonstrate Information Literacy Skills

EQUIPMENT AND MATERIAL REQUIRED:

Access to a computer for word-processing, internet and library researching, emailing, using Blackboard, saving work electronically, etc.

TEXTBOOK, MANUALS, REFERENCES, AND OTHER READINGS:

An Introduction to Composition: Writing to Create, Explore, and Respond (1st ed.). Boston: Cengage, 2015.

ISBN: 978-1-305-02623-3

Recommended: A collegiate dictionary and thesaurus

GENERAL INSTRUCTIONAL METHODS:

Handouts, in-class and out-of-class writing, group work, peer revision and editing, writing workshops, individual conferences, laboratory work, discussion of class writing assignments, etc.

ASSESSMENT:

Columbus State Community College is committed to assessment (measurement) of student achievement of academic outcomes. This process addresses the issues of what you need to learn in your program of study and if you are learning what you need to learn. The assessment program at Columbus State has four specific and interrelated purposes: (1) to improve student academic achievements; (2) to improve teaching strategies; (3) to document successes and identify opportunities for program improvement; (4) to provide evidence for institutional effectiveness. In class you are assessed and graded on your achievement of the outcomes for this course. You may also be required to participate in broader assessment activities.

STANDARDS AND METHODS FOR EVALUATION:

- 20% - Writing Project One (Writing About Personal Experience)
- 20% - Writing Project Two (Writing To Explore the Perspectives of Others)
- 25% - Writing Project Three (Writing To Respond to Others' Writing)
- 20% - Ongoing Writing Project (Writing the Final Essay)
- 15% - Process work, Participation, Discussion, Journaling, Other Assigned Activities.

GRADING SCALE: 90-100=A 80-89=B 70-79=C 65-69=D Below 65=E

ENGLISH 0190 PROFICIENCY:

To succeed in English 0190, students must demonstrate basic understanding of standard academic essay conventions, extensive experience with the writing process, and awareness of writing for multiple audiences and modalities.

To pass the English 0190 final exam (Ongoing Writing Project), students must meet the standard of “adequate” (according to the English 0190 grading rubric) in Development, Organization, Support, Sentence Structure, Writing Mechanics, and Voice. A rating below “adequate” will result in a failing grade on the project.

The English Department grading rubric defines “adequate” as writing that develops a clear, focused controlling idea; demonstrates unity and coherence throughout; thoroughly explores a

topic using a variety of specific, relevant, and significant examples and details; contains a variety of sentence lengths and patterns so that errors in sentence structure and mechanics do not interfere with clarity.

A “C” or better is required to pass the course. Students who receive a “D” (69% and below) as a final grade may NOT enroll in subsequent courses for which English 0190 Introduction to Composition is a prerequisite. A “D” grade in English 0190 requires a student to repeat this course.

ATTENDANCE POLICY:

Attendance is important to the success of this class and to your development as a writer. Because this course requires class participation, interpersonal interaction, and peer review, students should attend all classes for the full class time. **Faculty are under no obligation to provide make-up assignments for students who have missed class.** Understandably, sometimes students miss class because of life’s circumstances. Because faculty do not want to have to judge the validity of an excuse, there is no need to return to class with a doctor’s excuse. If you are absent, your final grade may be affected since you may miss class directions and instructions, and **you cannot make up in-class work for which you are not present.** If you stop attending class, please see the Withdrawal From Course and Financial Aid Attendance Reporting policies.

FOCUS ATTENDANCE REPORTING

This course is part of FOCUS--a student success tool (powered by Starfish®) at Columbus State. Throughout this term, you may receive emails from FOCUS@csc.edu regarding your grade or performance in the class. The emails and recommended actions are designed to help you be successful. In addition, your instructor may request a meeting with you or request that you visit other Columbus State services, including tutoring, the learning center, student services, or the retention specialist. You may also be contacted directly by one of these services, or an advisor, as a result of the notifications. While you do not need to login to the FOCUS system to receive the notifications, you may do so to change how you receive the messages, or to view contact information in your student profile. To log in to FOCUS, you should login to Blackboard and click on the FOCUS link (left hand-side under Tools). If you have any questions, please contact your instructor.

FINANCIAL AID ATTENDANCE REPORTING

Columbus State is required by federal law to verify the enrollment of students who participate in Federal Title IV student aid programs and/or who receive educational benefits through the Department of Veteran’s Affairs. It is the responsibility of the College to identify students who do not commence attendance or who stop attendance in any course for which they are registered and paid. Non-attendance is reported each semester by each instructor, and results in a student being administratively withdrawn from the class section. Please contact the Financial Aid Office for information regarding the impact of course withdrawals on financial aid eligibility.

For the purposes of financial aid reporting, a student meets the participation and attendance criteria if s/he has actively engaged in the class and demonstrated a meaningful attempt toward completion of the course. Examples of active engagement may include, but are not limited to: completing a graded course assignment (e.g., homework, quiz, essay, project, or lab); actively participating in studio or practicum sessions; making content-related contributions to an online discussion forum (including responses both to prompts and to student/instructor posts).

STUDENT CODE OF CONDUCT

Procedure No. 7-10(G), effective July 1, 2010

As an enrolled student at Columbus State Community College, you have agreed to abide by the Student Code of Conduct as outlined in the Student Handbook. You should familiarize yourself

with the Code. The Columbus State Community expects you to exhibit high standards of integrity, respect, and responsibility. Any confirmed incidence of misconduct, including plagiarism and other forms of cheating, will be treated seriously and in accordance with College Policy and Procedure 7-1-0. Academic misconduct (cheating) is described as:

- a) Using open textbooks, notes, electronic devices, or other assistance during an examination, except those that have been authorized by the instructor.
- b) Copying from another person's work during an examination.
- c) Collaborating with another person on an assignment in a manner not authorized by the instructor.
- d) Obtaining, distributing, or using the contents of an unadministered test.
- e) Substituting for another student or permitting any person to substitute for oneself in an examination.
- f) Submitting an assignment purporting to be the student's original work which has been wholly or partly created by another person.
- g) Presenting as one's own ideas, organization, or wording of another person without acknowledgement of sources.
- h) Knowingly permitting one's own work to be submitted by another student as if it were the student's own.

PLAGIARISM (ENGLISH DEPARTMENT POLICY)

Plagiarism, such as borrowing passages or whole documents from the Internet or other sources, and presenting another author's actual words, ideas, organization, or conclusions as one's own, will not be tolerated. Students who borrow another writer's material must document their sources accordingly. Students who present as their own the material written by others will be reported to the Dean of Student Life and penalized. A confidential record of the incident will be kept on file pursuant to the Federal Education Rights and Privacy Act (FERPA). Because the penalty is severe, ranging from zero for the assignment to failing for the course to academic dismissal, all students should avoid the slightest hint that they have used borrowed material without giving credit.

ADA POLICY

It is Columbus State policy to provide reasonable accommodations to students with disabilities as stated in the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. If you would like to request such accommodations for access, please contact Disability Services: 101 Eibling Hall, (614) 287-2570. Email or give your instructor a copy of your accommodations letter from Disability Services as soon as possible. Accommodations do not start until your instructor receives the letter, and accommodations are not retroactive. Delaware Campus students may contact an advisor in the Student Services Center on the first floor of Moeller Hall, (740) 203-8000.

AUDIO AND VIDEO RECORDING

Audio-and video-recording, transmission, or distribution of class content (e.g., lectures, discussions, demonstrations, etc.) is strictly prohibited unless the course instructor has provided written permission via the syllabus or a signed form. Authorization to record extends solely to students in that particular course. Transmitting, sharing, or distributing course content onto public, commercial, or social media sites is strictly prohibited.

TITLE IX

Columbus State Community College is committed to creating a learning and working environment that is free of bias, discrimination, and harassment by providing open communication and mutual respect. If you have encountered sexual harassment, sexual misconduct, sexual assault, or discrimination based on race, color, religion, age, national origin, ancestry, sex, sexual orientation, gender identity and expression, genetic information (GINA), military status or disability, please contact one of the following people:

Renee Fambro

Director of Equity &
Compliance
Human Resources
Rhodes Hall 115
rfambro@cscs.edu
Phone: 614.287.5519

Danette Vance

Title IX Deputy
Coordinator
Human Resources
Rhodes Hall 115
dvance1@cscs.edu
Phone: 614.287.2433

Joan Cook

Title IX Deputy
Coordinator
Human Resources
Rhodes Hall 115
dvanhorn@cscs.edu
Phone: 614.287.2636

Darla Van Horn

Title IX Deputy
Coordinator
Student Life
Eibling Hall 203(D)
dvanhorn@cscs.edu
Phone: 614.287.2856

For additional information about your options at Columbus State Community College or to file a complaint online, please visit our webpage at: <http://www.cscs.edu/services/title-ix/>

WEATHER CONDITIONS

Columbus State rarely closes for severe weather; however, if the college does close, major stations will carry such information. Assignments due on the day that the college is closed will be due the next scheduled class period. Students who live in areas which fall under a Level 3 Emergency (all roadways closed to non-emergency personnel) should not attempt to drive to the college even if classes are in session. Students who miss class because of a Level 3 Emergency in their area are still responsible for assignments as indicated on the syllabus. It is your responsibility to contact your instructor to determine how to make up the missed assignment.

LATE ASSIGNMENT POLICY

To be determined by instructor. DO NOT LEAVE THIS BLANK

WITHDRAWAL FROM COURSE

If you decide to drop this course, you must do so officially. Please refer to the official college calendar for information about the last day to withdraw. Failure to withdraw *officially* from a course will result in a failing grade recorded on your transcript. Students may withdraw online via CougarWeb or complete a Registration Add/Drop Form and submit to Department of Records and Registration (Madison Hall 201, Columbus Campus), Student Services (Moeller Hall, Delaware Campus) or at one of the Columbus State Regional Learning Centers. Students do not need an instructor's signature to withdraw from a course.

COURSEWORK EXPECTATIONS

Columbus State's policy states that students at schools receiving funds from the State of Ohio should be expected to do 30 hours of work for each credit earned. That means students should expect to spend about 2 hours on work outside of class for each hour spent in class (Policy Number 5-05). Students need to be aware of their out-of-class responsibilities, and they need to be aware that the inability to fulfill the requirements for a course may result in failure.

TUTORING SERVICES

Columbus State offers multiple free tutoring services that may be beneficial to you. The **Columbus Campus Writing Center** is located in 102 Columbus Hall. Services are also available at Delaware and at some regional learning centers. You can find hours and other information about Writing Center services by visiting the English Department website (<http://www.csc.edu/academics/departments/english/>) and following the links for the Writing Centers.

Columbus State also partners with the online tutoring service NetTutor. To access free 24-hour live tutoring, click the green “n” NetTutor logo that appears on the front page of your Blackboard course. This link will take you to a NetTutor page that lists available tutoring services. For help with a writing project in any course, choose either the **CSCC English and Writing Online Tutor** or **NetTutor Paper Center** to reach an available tutor or upload a paper for review within 48 hours.

COMMUNICATION CENTER

The Communication Center is a campus-wide hub for presentation and performance development. Located in 052 Union Hall, the Communication Center offers you **free tutoring** to help you write and deliver a presentation for any class in any department. The tutors are instructors who teach courses here at Columbus State. To make an appointment, go to <http://tutorfile.com/speechlab> where you will find the complete instructions for making an appointment. You will be asked to register and confirm your registration in your Columbus State student e-mail account before making the appointment. Our autumn semester hours and opening date are posted on the web site. Please bring your assignment directions with you as well as any work you have completed so far. We welcome individual presenters and small group presenters as well. Our expert tutors will help you present your ideas with confidence and success.

GENERAL CLASSROOM CONDUCT

Course materials, content, and discussions may involve controversial issues. Please treat these subjects with the sensitivity they deserve. Please turn off or silence communication devices. Bringing visitors, taking photographs, or using recording devices is not permitted in the classroom without advance permission from the instructor. Please do not bring children or leave them unsupervised in the building. Occasionally, the instructor may need to invite other faculty or participants to class. According to college rules, there should be no eating, drinking, tobacco, or e-cigarette/personal vaporizer use in the classroom

UNITS OF INSTRUCTION

Week 1

Unit I: Course Introduction, Prewriting Writing Project One --

Student Learning Outcomes: By the end of Week 1, students should have an overall understanding of the writing process and prewriting techniques.

Assigned Reading: *Introduction to Composition*

"Introduction"; Chap. 1 "An Introduction to Writing"

Chap. 2 "After Breaking Ground—Into the Writing Process"

Chap. 8 "Subway Station," "A Walk to the Jetty," "Dead Man's Path"

Activities: From Chapters 2, 8

Assessment Methods: class discussion, quizzes, written responses to readings, group or individual conferences, diagnostic writing

Week 2

Unit I (continued): Drafting Writing Project One, Description, Narration

Student Learning Outcomes: By the end of Week 2, students should have an overall understanding of drafting techniques, description, and narration.

Assigned Reading: *Introduction to Composition*

Chap. 4 "Writing to Tell a Story" pp. 107-125

Chap. 8 "The Hanging," "Abraham Lincoln," "Going Back"

Activities: From Chapters 4, 8

Assessment Methods: class discussion, quizzes, written responses to readings, group or individual conferences

Week 3

Unit I (continued): Revising Writing Project One, Controlling Idea, Dialogue

Student Learning Outcomes: By the end of Week 3, students should have an overall understanding of revising techniques, effective narration with a controlling idea, and quotation mark usage with dialogue.

Assigned Reading: *Introduction to Composition*

Chap. 4 "Using Quotation Marks" pp. 116-117

Chap. 8 "Shame," "Salvation"

Chap. 11 "Word Use"

Activities: From Chapters 4, 8, 11

Assessment Methods: class discussion, quizzes, written responses to readings, group or individual conferences, peer revision

Week 4

Unit I (continued): Editing Writing Project One, Subject/Verb Agreement, Fragments

Student Learning Outcomes: By the end of Week 4, students should demonstrate process writing; narration with a controlling idea; editing for agreement, fragments, and mechanics (as needed); and the ability to recognize individual writing problems and develop strategies for correcting them.

Assigned Reading: *Introduction to Composition*

Chap. 7 "Writing the Final Essay"

Chap. 9 "Subject and Verbs," "Subject Verb Agreement," "Fragments"

Chap. 11 "Word Use"

Activities: From Chapter 11

Review Tests: Chapter 9 (Tests 1, 2)

Assessment Methods: class discussion, quizzes, written responses to readings, group or individual conferences, peer revision or editing, Writing Project One, Ongoing Writing Project Writing Session

Week 5

Unit II: Prewriting Writing Project Two, Rhetorical Situation, Thesis Development and Support

Student Learning Outcomes: By the end of Week 5, students should have an overall understanding of purpose, audience, and thesis development and support.

Assigned Reading: *Introduction to Composition*

Chap. 3 "Understanding Rhetorical Situations" pp. 34-50

Chap. 8 "Neat People Vs. Sloppy People," "Incident"

Activities: From Chapters 3,8

Assessment Methods: class discussion, quizzes, written responses to readings, group or individual conferences

Week 6

Unit II (continued): Understanding Others' Perspectives, Interviewing, Observing

Student Learning Outcomes: By the end of Week 6, students should have an overall understanding of context and the value of diverse perspectives

Assigned Reading: *Introduction to Composition*

Chap. 5 “Writing to Explore the Perspectives of Others” pp.131-147

Chap. 8 “I Won’t Be Celebrating Columbus Day,” “Bury My Heart at Wounded Knee”

Activities: From Chapters 5,8

Assessment Methods: class discussion, quizzes, written responses to readings, group or individual conferences

Week 7

Unit II (continued): Drafting Writing Project Two, Development Methods, Run-Ons--

Student Learning Outcomes: By the end of Week 7, students should have an overall understanding of supporting a thesis using exemplification, definition, explanation.

Assigned Reading: *Introduction to Composition*

Chap. 3 “Methods of Development” pp. 40-50

Chap. 5 “Strategies for Supporting Your Controlling Idea” pp. 144-146

Chap. 8 “Wolf,” “The Men We Carry in Our Minds,” “Delusions of Grandeur”

Chap. 9 “Run-Ons”

Activities: From Chapters 3,5, 8

Review Tests: Chapter 9 (Test 3,4)

Assessment Methods: class discussion, quizzes, written responses to readings, group or individual conferences

Week 8

Unit II (continued): Drafting Writing Project Two, Development Methods --

Student Learning Outcomes: By the end of Week 8, students should have an overall understanding of supporting a thesis using illustration, comparison/contrast, and analogy.

Assigned Reading: *Introduction to Composition*

Chap. 3 “Methods of Development” pp. 40-50

Chap. 5 “Strategies for Supporting Your Controlling Idea” pp.144-146

Chap. 8 “On Being a Good Neighbour,” “The Jolliest Measure of Perfection...”

Activities: From Chapters 3,5,8

Assessment Methods: class discussion, quizzes, written responses to readings, group or individual conferences

Week 9

Unit II (continued): Revising Writing Project Two, Organization, Quoting a Source, Crediting a Source Informally, Pronoun Point of View--

Student Learning Outcomes: By the end of Week 9, students should have an overall understanding of informal and formal essay structure; unity and coherence; quoting, summarizing, and basic works cited format; and pronoun point of view.

Assigned Reading: *Introduction to Composition*

Chap. 3 "How to Organize Clearly and Logically" pp. 49-57

Chap. 9 "Pronoun Point of View"

Chap. 10 "Quotation Marks" pp. 366-368

Activities: From Chapter 3; From Chapter 9 (Act. 9.5.4)

Review Test: Chapter 10 (Test 2,3)

Assessment Methods: class discussion, quizzes, written responses to readings, group or individual conferences, peer revision

Week 10

Unit II (continued): Editing Writing Project Two, Introductions/Conclusions, Commas, Ongoing Writing Project --

Student Learning Outcomes: By the end of Week 10, students should demonstrate process writing; various developments methods to support a thesis; editing for effective sentence structure, comma usage, and mechanics (as needed); and the ability to recognize individual writing problems and develop strategies for correcting them.

Assigned Reading: *Introduction to Composition*

Chap. 3 "Titles, Introductions, Conclusions" pp.64-77

Chap. 7 "Writing the Final Essay"

Chap. 10 "Commas," "Punctuation"

Review Test: Chapter 10 (Tests 4-6)

Assessment Methods: class discussion, quizzes, written responses to readings, group or individual conferences, Peer Revision and Editing, Writing Project Two, Ongoing Writing Project Session

Week 11

Unit III: Prewriting Writing Project Three, Responding to a Reading, Summarizing

Student Learning Outcomes: By the end of Week 11, students should have an overall understanding of process writing, active reading, taking notes, summarizing a reading.

Assigned Reading: *Introduction to Composition*

Chap. 6 “Writing to Respond”

Chap. 8 “What is Poverty?” “The Thin Grey Line,” “The Myth of the Latin Woman,” “Response to a Reading ‘The Myth of the Latin Woman’”

Activities: From Chapter 6, 8

Assessment Methods: class discussion, quizzes, written responses to readings, group or individual conferences

Week 12

Unit III (continued): Drafting Writing Project Three

Student Learning Outcomes: By the end of Week 12, students should have an overall understanding of process writing, active reading, taking notes, summarizing a reading.

Assigned Reading: *Introduction to Composition*

Chap. 6 “Writing to Respond”

Chap. 8 “The Globalization of Eating Disorders,” “Young and Wired”

Activities: From Chapter 6, 8

Assessment Methods: class discussion, quizzes, written responses to readings, group or individual conferences

Week 13

Unit III (continued): Revising Writing Project Three, Unity and Coherence, Pronoun Reference, Pronoun Agreement, Pronoun Types

Student Learning Outcomes: By the end of Week 13, students should have an overall understanding of process writing, unity, coherence, and effective pronoun usage.

Assigned Reading: *Introduction to Composition*

Chap. 3 “Making Writing Unified and Coherent” pp.57-64

Chap. 6 “Writing to Respond”

Chap. 9 “Pronoun Agreement, Reference, and Point of View,” “Pronoun Types”

Activities: From Chapters 3, 6

Review Tests: Chapter 9 (Tests 11-12)

Assessment Methods: class discussion, quizzes, written responses to readings, group or individual conferences, peer revision

Week 14

Unit III (continued): Editing Writing Project Three, Dangling Modifiers, Other Punctuation Marks

Student Learning Outcomes: By the end of Week 14, students should demonstrate process writing; effective response to a reading, quoting and summarizing a source, crediting a source using basic works cited format, editing for mechanics (as needed); effective use of titles, introductions, conclusions; and the ability to recognize individual writing problems and develop strategies for correcting them.

Assigned Reading: *Introduction to Composition*

Chap. 7 “Writing the Final Essay”

Chap. 9 “Modifiers,” “Faulty Parallelism”

Chap. 10 “Other Punctuation Marks”

Review Tests: Chapter 9 (Test 16,17), Chapter 10 (Test 7)

Assessment Methods: class discussion, quizzes, written responses to readings, group or individual conferences, Peer Revision and Editing, Writing Project Three

Week 15

Unit IV: Revising Ongoing Writing Project

Student Learning Outcomes: By the end of Week 15, students should demonstrate process writing, editing for mechanics (as needed); and the ability to recognize individual writing problems and develop strategies for correcting them. Students must also demonstrate self-reflection and evaluation.

Assigned Reading: *Introduction to Composition*

Chapter 7 “Writing the Final Essay”

Assessment Methods: Revising and editing Ongoing Writing Project, Self-Reflection Writing