

FRESHMAN COMPOSITION 110

COURSE SYLLABUS

- I. **CATALOG DESCRIPTION: (Credit, 3 Hours)**. Emphasis on writing as a learning, thinking process. Discussion of and practice in strategies used in prewriting, writing, and revising expressive, informative, analytical, and argumentative essays. Special sections designated for Honors students (ENGL 110 Honors).

Instructor's Emphasis: English 110 is a freshman-level course designed to teach students to write the five-paragraph essay utilizing standard English. The instructor will introduce students to the writing process and give extended practice in the development of each stage with special emphasis on revising and editing. To achieve this end, the instructor will assign essays following designated methods of development.

Instructor _____ *Office No.* _____
Office Hours _____ *Office Phone No.* _____
Email Address _____

II. LEARNING OUTCOMES

- A. Students will be able to demonstrate an understanding of each mode of writing – **description, narration, illustration, process analysis, and definition** – by structuring multi-paragraph essays.
- B. Students will be able to demonstrate the ability to write essays by supporting the thesis statement with well-developed body paragraphs consisting of examples, facts, reasons, incidents, and specific details.
- C. Students will be able to demonstrate competence in grammar, punctuation, and mechanics by editing their essays.
- D. Students will be able to demonstrate the ability to use computer technology by obtaining assignments, participating in course activities, editing essays, managing course information, submitting word processed final drafts, and using tutor assisted software.

III. REQUIRED TEXTS (Current Editions):

McWhorter, Kathleen. Reflections: Patterns for Reading and Writing.
2nd Edition. Bedford St. Martin.

Reference Text: *A Pocket Style Manual* Diana Hacker and Nancy Sommers. 8th
Edition. Bedford St. Martin.

A college level dictionary

Other readings at the instructor's discretion

IV. SPECIFIC CHAPTERS FROM Reflections: Patterns for Reading and Writing:

PART I SKILLS FOR SUCCESS IN READING AND WRITING

Chapter 1 – Strategies for College Success

Manage Your Time
Organize a Reading, Writing, and Study Area
Develop Concentration Skills
Manage Stress

Chapter 2 – Active Reading

Strategies for Active Reading
Before Reading: Previewing and Forming Pre-reading Questions
Reading for Meaning: The Thesis Statement and Key Elements of Paragraphs
Highlighting and Annotating
Specialized Reading Strategies
After Reading: Reviewing the Material

Chapter 3 – Critical Reading and Thinking Strategies

What is Critical Thinking?
Strategies for Analyzing What You Read
Strategies for Evaluating What You Read
Analyzing and Evaluating Visual Aids
Responding to Texts and Visual Aids with Journals and Response Papers

Chapter 4 –Prewriting: How to Find and Focus Ideas

Choosing a Topic
Narrowing a Topic
Thinking about Your Purpose, Audience, and Point of View
Discovering Ideas to Write About
Students Write

Chapter 5 – Developing and Supporting a Thesis

What Is a Thesis Statement?
Supporting Your Thesis Statement with Evidence
Students Write

Chapter 6 – Writing Effective Paragraphs

The Structure of a Paragraph
Writing a Topic Sentence
Including Supporting Details
Using Transitions and Repetition
Students Write

Chapter 7 – Drafting and Essay

The Structure of an Essay
Organizing Your Supporting Details
Writing a Draft
Using Transitions and Repetition to Connect Your Ideas
Writing Your Introduction, Conclusion, and Title

Students Write

Chapter 8 – Revising Content and Organization

Useful Techniques for Revision
Key Questions for Revision
Working with Classmates to Revise Your Essay
Using Your Instructor’s Comments
Editing and Proofreading
Students Write

PART II READINGS FOR WRITERS

Chapter 9 – Patterns: An Introduction

An Overview of Patterns
Combining Patterns
Writing an Essay That Combines Patterns
Guidelines for Using Chapters 10-16

Chapter 10 – Narration: Recounting Events

What is Narration?
The Structure and Content of Narration Essays
Understanding, Analyzing, and Evaluating Narration Essays
Writing Your Own Narration Essay
Readings for Practice, Ideas for Writing
Working with Narration as a Reader and Writer

Chapter 11 – Description: Portraying People, Places, and Things

What is Description?
The Structure and Content of Description Essays
Understanding, Analyzing, and Evaluating Description Essays
Writing Your Own Description Essay
Readings for Practice, Ideas for Writing

Chapter 12 – Illustration: Explaining with Examples

What is Illustration?
The Structure and Content of Illustration Essays
Understanding, Analyzing, and Evaluating Illustration Essays
Writing Your Own Illustration Essay
Readings for Practice, Ideas for Writing

Chapter 13 – Process Analysis: Explaining How Something Works or Is Done

What Is Process Analysis?
The Structure and Content of Process Analysis Essays
Understanding, Analyzing, and Evaluating Process Analysis Essays
Writing Your Own Process Analysis Essay
Readings for Practice, Ideas for Writing

Chapter 16 – Definition: Explaining What You Mean

What is Definition?
The Structure and Content of a Definition Essay
Understanding, Analyzing, and Evaluating Definition Essays
Writing Your Own Definition Essay
Readings for Practice, Ideas for Writing

Working with Definition as a Reader and Writer

V. DESCRIPTION OF INSTRUCTIONAL PROCEDURE:

- A. Lecture
- B. Discussion
- C. Peer Interaction
- D. Conferencing
- E. Computer-Assisted Instruction
- F. Audio Visual Aids

VI. COURSE REQUIREMENTS:

- A. Attend class regularly and punctually.
- B. Bring the required text(s) to class each meeting.
- C. Be prepared to discuss all assigned readings.
- D. Participate in class discussions.
- E. Submit on due dates final drafts according to the instructor's directions.
- F. Use instructors' conferences, the Communication Skills Laboratory, the Electronics Writing Laboratory or assigned websites for tutoring.

VII. COURSE SCHEDULE:

Course Introduction and Diagnostic Essay.....	One Week
The Writing Process.....	Two Weeks
The Narration Essay.....	Two Weeks
The Description Essay	Two Weeks
The Illustration Essay.....	Two Weeks
The Process Analysis Essay.....	Three Weeks
The Definition Essay.....	Three Weeks

VIII. EVALUATION

In addition to required essays and mandatory mid-term and final examinations, instructors will give quizzes (announced or unannounced). Individual instructors may have additional requirements.

IX. GRADING

Letter grades will be used in the evaluation of each of the assigned papers, readings, quizzes, various examinations and activities. If a numerical grade is given, it will be converted to a letter grade as follows:

90 – 100%	A
80 – 89%	B
70 – 79%	C
60 – 69%	D
00 – 59%	F

Final Examination Date: _____ Time: _____

Bibliography

Anderson, Marilyn. *Keys to Successful Writing: Unlocking the Writer Within*. New York: Addison Wesley Longman, Inc., 1999.

Decker, Randall E. *Patterns of Exposition*. 14th ed. Boston: Little, Brown, 1995.

Hunt, Douglas. *The Riverside Guide to Writing*. Boston: Houghton Mifflin Company, 1995.

Langan, John. *College Writing Skills With Readings*. 5th ed. New York: The McGraw-Hill Companies, Inc., 2000.

Raimes, Ann. *Keys for Writers: A Brief Handbook*. Boston: Houghton Mifflin Company, 1996.

Reed, Stephen. *The Prentice Hall Guide for College Writers*. 2nd ed. Princeton: Prentice, 1992.

LiveText Subscription

Southern University and A&M College-Baton Rouge has entered into partnership with LiveText, Inc. to provide online academic resources for student collaboration and learning outcomes assessment. Therefore, all students enrolled in this course are required to purchase a subscription from LiveText, Inc. LiveText, Inc. provides students with the electronic tools and services needed to serve them in their courses and in their career or academic pursuits beyond graduation. Students and faculty will be informed of the availability of LiveText codes by Dr. Donovan Segura.

LiveText is a dynamic tool that will enable you to:

- Create Electronic Portfolios for storing and displaying coursework for use anytime and anyplace;
- Share your résumés, professional portfolios and virtually any projects that can be photographed, video recorded, and uploaded to prospective employers and others who need or want to know about your accomplishments;
- Engage in discussion boards with other students, exchange feedback, and create study groups and other types of social networks.
- Complete assignments in key/required courses where LiveText has been embedded (without LiveText, you will not be able to complete these assignments).
- Create a complete record of your academic career that is malleable and easily accessible.
- Engage in developing a results driven culture of assessment at Southern University.
- Participate in a process that will allow for data-driven curricular improvements that foster improved student learning and performance.

Office of Disability Services

Mission

The Office of Disability Services (ODS), under the auspices of the University Counseling Center, assists students in meeting their unique academic/educational, personal, vocational and social needs that would otherwise prove to be an obstacle to educational pursuits.

This office is committed to the advocacy and promotion of providing accommodations to students with diverse needs and backgrounds, whether on a temporary or permanent basis. Students must qualify for services as mandated by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA) and any Amendments. Additionally, Louisiana State laws are applicable.

Services

The Office of Disability Services (ODS) provides confidential services to those students who, in this post-secondary setting, must request and provide the necessary documentation to verify a special needs request. Diagnostic educational evaluations/examinations are not conducted through ODS.

Academic accommodations are made on the basis of student's documented disabilities. Possible accommodations include but are not limited to large print handouts, interpreters, extended time for completion of tests/examinations, scribes, academic counseling, audio taping, and note takers. **All documentation submitted is confidential and does not become a part of the student's university file.** Files are not released without the student's written consent.

Contact Information

The Office of Disability Services is located in Office # 246, A. C. Blanks Hall; Phone: 225.771.3546(V/TTD); Fax: 225.771.3949; Email: patricia_hebert@subr.edu