COURSE INFORMATION

COURSE TITLE
ENG121—English Composition I: CO1

COURSE DESCRIPTION
Emphasizes the planning, writing, and revising of compositions, including the development of critical and logical thinking skills. This course includes a wide variety of compositions that stress analytical, evaluative, and persuasive/argumentative writing. This is a statewide Guaranteed Transfer course in the GT-CO1 category.

GT PATHWAYS COURSE STATEMENT
The Colorado Commission on Higher Education has approved ENG121 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-CO1 category. For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to Guaranteed Transfer (GT) Pathways General Education Curriculum.

This course is one of the Statewide Guaranteed Transfer courses.

- ENG121 Required Syllabus

CREDIT HOURS
3

SUGGESTED PREREQUISITE KNOWLEDGE
None
The CCCOnline Course Policies page contains information about the student's role in the classroom, grading policies, and rights and responsibilities.
**COURSE MATERIALS**

All course reading material is available online and linked within the course site. You do not need to purchase any additional materials.

**MINIMUM COMPUTER REQUIREMENTS**

To complete this course, you will need **regular** access to a computer from which you can access the internet and use email. In order to ensure that your course functions properly, you must **run the System Check**. This is a critical step, and taking the time to do it now will eliminate a tremendous amount of frustration for you later. To run the System Check, select *Tools* in the course NavBar, and then select *System Check*. 
course competencies and outcomes

required course learning outcomes

The competencies you will demonstrate in this course are as follows:

A. Exhibit an understanding of audience, purpose, genre, context, and formatting that is responsive to the situation.
B. Plan, write, revise, and review multi-paragraph compositions that stress analytical, evaluative, exploratory, and persuasive/argumentative writing within various rhetorical situations.
C. Apply conventions of composition including organization, presentation, and stylistic choices.
D. Employ critical and evaluative reading skills in order to synthesize evidence and/or sources in support of a claim, using an appropriate documentation system.
E. Apply genre conventions including structure, paragraphing, tone, mechanics, grammar, syntax, and style.

The module outcomes that will permit you to demonstrate course competencies are:

module 1

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Examine narrative writing to describe the qualities of good writing.</td>
<td>A, C, D</td>
</tr>
<tr>
<td>2 Create clear, specific, purposeful thesis statements.</td>
<td>B, C</td>
</tr>
<tr>
<td>3 Identify parts of the writing process, and demonstrate them in the planning of an essay.</td>
<td>A, B</td>
</tr>
<tr>
<td>4 Examine introductions and conclusions to determine what makes them successful.</td>
<td>A, C</td>
</tr>
<tr>
<td>5 Brainstorm, plan, and write a narrative essay.</td>
<td>A, B, C, E</td>
</tr>
<tr>
<td>6 Demonstrate the understanding of the definition and consequences of plagiarism in writing.</td>
<td>D, E</td>
</tr>
<tr>
<td>7 Demonstrate critical reading skills and the correct use of grammar conventions through NROC foundation lessons.</td>
<td>B, C, D, E</td>
</tr>
</tbody>
</table>
**MODULE 2**

**Outcomes**
1. Demonstrate the ability to read critically and analytically through the use of annotations and close analysis.
2. Support ideas with correctly cited, specific, effective quotations.
3. Demonstrate the effective use of transitions between paragraphs.
4. Examine peer review techniques, and demonstrate the use of those skills.
5. Brainstorm, plan, and write a close analysis essay.
6. Demonstrate critical reading skills and the correct use of grammar conventions through NROC foundation lessons.

**Competencies**
- B, D
- D, E
- C, E
- B, D
- A, B, C, D, E
- B, C, D, E

**MODULE 3**

**Outcomes**
1. Examine writing for rhetorical purpose.
2. Demonstrate the ability to analyze arguments for rhetorical strategies and appeals.
3. Deconstruct an argument to understand the strategies and skills at work.
4. Demonstrate effective paraphrasing and summary skills.
5. Brainstorm, plan, write, review, and revise a rhetorical analysis essay.
6. Demonstrate critical reading skills and the correct use of grammar conventions through NROC foundation lessons.

**Competencies**
- A, D
- A, D
- A, D
- A, D
- A, B, C, D, E
- A, B, C, D, E

**MODULE 4**

**Outcomes**
1. Demonstrate critical understanding of scholarly arguments through the combination of their ideas.
2. Compare and contrast arguments in order to create synthesis.
3. Demonstrate effective use of rhetorical strategies and tone.
4. Demonstrate effective use of quotation, paraphrase, and summary as support for claims.
5. Create a clear, correct Works Cited page.
6. Brainstorm, plan, write, review, and revise a common ground synthesis.
7. Demonstrate critical reading skills and the correct use of grammar conventions through NROC foundation lessons.

**Competencies**
- D
- B, D
- A, C, E
- C, D
- D, E
- A, B, C, D, E
- B, C, D, E

**MODULE 5**

**Outcomes**
1. Debate scholarly arguments using credible support.
2. Locate sources using the available library databases.
3. Evaluate credibility and usefulness of sources.
4. Demonstrate thoughtful counterargument.
5. Brainstorm, plan, write, review, and revise a counterargument essay.
6. Demonstrate critical reading skills and the correct use of grammar conventions through NROC foundation lessons.

**Competencies**
- B, D
- B, D
- B, D
- B, D
- A, B, C, D, E
- B, C, D, E
**Grading and Evaluation**

**Methods**

Evaluation includes a combination of discussion participation, assignments, and other evaluations. Rubrics are provided for assignments and discussions.

**Grading Policies**

Mark all module due dates on your calendar for this class. Early submission of assignments and initial discussion posts is permitted. However, early submissions will not be graded until after the deadline for the assignment has passed.

Late work will be accepted up to 5 days late for 10% off per day late. No late work will be accepted after the last day of class and discussion postings will not be accepted late. No late work will be accepted during the final week of the course, no exceptions. Late work will be turned in the Late Work folder and will be graded within 2 weeks of being turned in. In the event that you cannot submit a particular assignment due to a true emergency (e.g., serious medical problem), please contact the instructor in advance of the assignment deadline. Please be prepared to provide concrete documentation of your emergency, and please note that special circumstances are considered only when they are conveyed in advance of the assignment being due.

*Please note: This course is not self-paced and is not open-exit. All work is to be completed before 11:59 p.m. MST/MDT on the due date listed on the Course Schedule page.*

**Summary of Grading**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions (15 @ 25 points each)</td>
<td>375</td>
<td>37.5%</td>
</tr>
<tr>
<td>Academic Integrity (1 @ 50 points)</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>Identity Narrative Essay (1 @ 100 points)</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Close Analysis Essay (1 @ 100 points)</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Rhetorical Analysis Essay (1 @ 100 points)</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Common Ground Synthesis Essay (1 @ 125 points)</td>
<td>125</td>
<td>12.5%</td>
</tr>
<tr>
<td>Researched Rebuttal Argument Essay (1 @ 150 points)</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1000</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Grading Scale**

A = 90 to 100%  
B = 80 to 89%  
C = 70 to 79%  
D = 60 to 69%  
F = 59% and below
**Discussions**

You will complete three academic discussions in each module. Each discussion is a chance to practice skills you will need to use in your essays and to work on the writing process (preparing for an essay). Discussions are an important part of our class, and thoughtful participation is necessary.

**Peer Review**

Some of the discussions you will participate in will be peer review workshops, where you will give your peers feedback on their writing. Peer reviews are a very important part of the writing process; you will have the opportunity to hear how your readers receive your work before you turn it in for a grade. Know that, as a reviewer, you are not expected to be an expert writer, just a thoughtful reader. Tell the writer how their essay sounds to you. If it is confusing, tell them why. If it seems like it needs more support, show them where. If it seems as though the writer has forgotten the audience, tell the writer how to find the audience and address them again. Peer reviews should focus on content of writing and not necessarily on grammar and proofreading issues.

**Quantity and Timeliness**

Timeliness is essential for all of us in this class, as it is crucial for success. For each discussion, you should post an initial response to the discussion prompt by the date listed on the schedule (mid-week). Then, you should return to the discussion at least two more times throughout the week to respond to at least two peer posts. Because of the collaborative nature of discussions, no late or makeup posts can be accepted.

**Quality**

Your initial posts and replies should show critical thought and connection to the resources provided in the module. Be sure to read directions carefully, and thoughtfully address all aspects of the discussion prompt in your initial post. Your peer responses should work to further the discussion. You should do more than simply agree with your peers. Responses such as “Right on!” and “That is so interesting!” do little to advance or add to the discussion. Instead, state your own opinions and ideas as they relate to your peers’ ideas, ask questions, and/or use module readings and resources to add to the discussion. The success and usefulness of these discussions depends on you! Use these discussions to think, brainstorm, practice, and learn collaboratively with your peers.
COMMUNITY

In order to create a safe learning space, all members of this course must commit to creating a place of study where everyone is treated with respect and courtesy. Everyone must share in the commitment to protect the integrity, rights, and personal safety of each member of the class community. I expect disagreement in our discussions, and am thrilled that diversity of opinion exists. Please be sure to disagree respectfully. Please never shy away from allowing your voice to be heard in our classroom.

GENERAL DISCUSSION FORUMS

There are three general discussion forums you can post to if you have questions, concerns, or comments. If you have questions about anything technical, please post to the Technical Issues discussion topic. Your classmates can jump in and help out with anything posted to this discussion. If you are struggling with understanding course content, assignments, or due dates, then post to the Help, I don’t understand the content! discussion topic. Your classmates may be able to answer your questions here as well. Virtual Cafe is an open discussion where you can freely post to your classmates about course content and other issues of interest.

ASSIGNMENTS

This class is a student-centered writing course geared toward producing five academic essays. You will complete building block assignments and discussions to help you work through the writing process and to prepare for each essay.

- In Module 1 you will review essential writing skills, narration, and detail in writing your identity narrative essay.
- In Module 2 you will practice critical reading and thinking in writing your close analysis essay.
- In Module 3 you will learn argumentation and rhetoric in writing your rhetorical analysis essay.
- In Module 4 you will practice Rogerian argumentation and synthesis in writing your common ground synthesis essay.
- In Module 5 you will be introduced to research and argument in writing your researched rebuttal argument essay.

Each writing assignment should show critical thought, preparation, and revision. Be sure to read assignment guidelines carefully and address all aspects of the assignment in your writing. You will peer review and revise before you submit your essays for a grade, and graded essays may not be revised for another grade. All of your written assignments will be submitted to the appropriate assignment folder after peer review and revision. Each assignment has a grading rubric that explains the general grading criteria. You can review these rubrics before submission.
## COURSE SCHEDULE

The schedule is subject to change as needed.

This page summarizes all of the graded assignments, exams, and reading assignments for the course. If you want, you can print it out and post it somewhere handy.

All assignments are described in detail on the module assignment pages. If you have questions, check there and/or send the instructor an email.

**This course is not self-paced and is not open-exit.** All assignments, papers, quizzes, discussions, etc., are to be completed by no later than 11:59 p.m. MST/MDT of the due date.

NOTE: Important CCCOnline semester dates (e.g., drop/withdraw/term end) appear on the [CCCOnline Calendar](#).

### MODULE 1

**Reading/Assignments/Exams**
- Student Icebreaker Discussion
- Read Module 1 English Composition 1 Reading Packet
- Read Exploration of Identity Narrative
- Discussion 1: Thesis Statements
- Discussion 2: Introductions and Conclusions
- Module 1 Assignment 1: Academic Integrity
- Module 1 Assignment 2: Identity Narrative

### MODULE 2

**Reading/Assignments/Exams**
- Read Exploration of Close Analysis
- Discussion 1: Close Reading Practice
- Discussion 2: Annotation and Textual Analysis Practice
- Discussion 3: Close Analysis Peer Review
- Module 2 Assignment: Close Analysis Essay

### MODULE 3

**Reading/Assignments/Exams**
- Read Module 3 English Composition 1 Reading Packet
- Read Exploration of Rhetorical Analysis
- Discussion 1: Analysis Practice
- Discussion 2: Analysis Topic and Brainstorming
- Discussion 3: Rhetorical Analysis Peer Review
- Module 3 Assignment: Rhetorical Analysis Essay
Module 4

Reading/Assignments/Exams
Read Exploration of Synthesis
Discussion 1: Synthesis Brainstorming
Discussion 2: Source Integration
Discussion 3: Common Ground Synthesis Peer Review
Module 4 Assignment: Common Ground Synthesis Essay

Due Dates

Module 5

Reading/Assignments/Exams
Read Exploration of Researched Argument
Discussion 1: Counterargument Brainstorming
Discussion 2: Source Evaluation
Discussion 3: Researched Rebuttal Argument Peer Review
Module 5 Assignment: Researched Rebuttal Argument Essay

Due Dates

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