

# English Composition I

ENG133CE

2009

Dual Credit

Course Syllabus

1

Instructor: Mr. Weiss  
Room: 235

**Course Description:** This one semester course is designed to introduce students to advanced types of compositions as well as review previously studied forms of compositions, grammatical construction and sentence structure. In addition to composition study, students will continue the practice of reading strategies, information literacy and vocabulary study. The development of writing style will be a major focus in this course.

**Instruction Philosophy:** Because this is a dual credit course, students will be expected to perform at a high level. This means completing reading assignments, meeting deadlines, and using class time productively. A writing workshop format with mini-lessons, in-class writing and conference times, in and outside-of-class conferences will be utilized. There will be no distinction in the expectations of students taking the course for dual credit and students not taking the course as dual credit. Through a portfolio assessment, students will be evaluated on improvement made throughout the semester.

## Course Goals:

- 1 Develop and apply skills and strategies to the reading process.
- 2 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction from a variety of cultures and times.
- 3 Apply a writing process in composing text.
- 4 Compose well-developed text using standard English conventions.
- 5 Write effectively in various forms and types of writing.
- 6 Develop and apply effective research process skills to gather, analyze and evaluate information.

## Benchmark Objectives:

Mastery of all objectives is required with a minimum of 80%

### 1st Quarter

- The student will show evidence the effective use of the writing process (portfolio).
- The student will compose well-developed text using standard English conventions: spelling, mechanics, usage and grammar.(Portfolio and Written Final)
- The student will compose well-developed text using a variety of sentence structures, transitions and active voice. ( Portfolio and Written Final)
- Given unfamiliar vocabulary in text, students will be able to apply decoding strategies to “problem-solve” the unknown words. (Written Final)
- Given a piece of nonfiction, the student will analyze and evaluate the author’s use of information and logic to express his or her ideas through word choice, detail selection, and/or organizational patterns.(Written Final)
- The student will effectively compose multi-paragraph informative writings that include an effective thesis statement, effective paragraphing, convincing elaboration through specific and relevant details, originality, individual style and voice, and complex ideas in a sustained compelling manner.( Portfolio)

### 2nd Quarter

- Given a piece of nonfiction, the student will analyze and evaluate effect of the author’s style and complex literary techniques. (Written Final).
- The student will effectively compose multi-paragraph persuasive writings that include an effective thesis statement, effective paragraphing, convincing elaboration through specific and relevant details, originality, individual style and voice, and complex ideas in a sustained compelling manner.( Portfolio)
- Given specific timeframe, students will complete a research paper that develops a thesis, contains information from multiple sources and conforms to a style manual, MLA. (Research Paper).

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2

## Major Course Assignments and Projects:

### Project #1: Writing to learn Activities

Students will write daily to reflect on what has been learned and what still needs to be learned. The purpose of *writing to learn* activities is to help students reflect on what has been learned and what may still be confusing. Writing is a very powerful learning tool and each day students will participate in some type of writing to learn activity (learning log, conversation calendar, exit slips etc...)

### Project #2: Active Reading Strategies

To understand what one is reading, the reader sometimes must first realize that they don't understand. It is then the reader can apply reading strategies to help better comprehend. Many of us do this automatically, and some of us choose not to bother. Effective readers recognize when confusion is taking place and choose an appropriate strategy to aid in comprehension. Students will be expected to show evidence of this process when reading assignments are given.

### Project #3: Essay Composition

Emphasis on writing based on personal knowledge and/or experience will be focused on in this course. Students will write a minimum of three advanced types of compositions, one composition type of his/her own choice, and a research paper for a total five compositions. With each composition students will be expected to exhibit proper use of the writing process as well the development of personal voice and style.

#### TYPES OF ESSAYS

**Essay #1: Example/illustration**

**Essay #2: Essay of Definition**

**Essay #3: Classification-division Essay**

**Essay #4: Causal Analysis**

**Essay #5: Argumentation/research project (FINAL)**

### Project #4: Grammatical Construction and Sentence Structure Review

Students will begin each class period with a basic review of mechanics, usage, grammar, spelling, and sentence structure using daily grammar practice exercises.

### Project #5: Reading Goal

Students will be expected to read the equivalent of seven books this semester (100 pages equaling a book). Students may use pages read for assigned reading, novels, articles, short stories, etc...Students must keep a reading log in order to get credit for the project.

### Project #6: Vocabulary Study

Throughout the semester students will study vocabulary within their independent reading as well as vocabulary related the study of composition, grammar, usage, mechanics, structure and style. Students will keep track of vocabulary studied in their learning logs and double entry diaries. Students will be expected to present a new word to class once a quarter.

### Project #7: Study of Writing Style

Students will read a long piece of non-fiction (Tuesdays *with Morrie*) focusing on elements of style for the purpose of incorporating the elements discovered within their own writing.

## Required/Recommended Readings:

See projects # 5 and 7

## Assessment Plan:

### Quarter grading

Compositions	40%
Daily Work (class participation and discussions, journaling, reading and writing workshops, etc...)	15%
Homework/ Presentations (active reading strategies, reading assignments, speeches etc...)	15%
Tests/Quizzes	10%
Quarter final	20%

### Semester grading

First Quarter	45%
Second Quarter	45%
Portfolio	5%
Reading Log	5%

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## Classroom Expectations:

1. Be in your seat and quiet when the bell sounds (if not, then you are tardy); stay there unless given permission to move.
2. Be sure not to move desks.
3. Be attentive.
4. Be quiet when the teacher or another student is speaking or when a performance is taking place.
5. Be sure to raise your hand when you wish to speak.
6. Be honest—your grade will be based on YOUR work, not work copied or completed from or by another student and/or source.
7. Be informed—pay close attention to lectures, assignments directions, and due dates.
8. Be inquisitive!—always ask me to clarify if you do not understand an assignment or explanation.
9. Be sure to ask me or someone in the class about assignments missed due to an absence.
10. Be selective when you use your pass port. ( Pass ports will be limited to emergencies)
11. Be sure to place all materials and resources (textbooks, dictionaries, etc...) neatly back on the shelves.
12. Be sure to throw away all trash at the end of the hour. (Don't leave trash on floor, on/in desk.)
13. Be sure to leave when I dismiss you—not when the bell rings.
14. Class time should not be used to do homework from another class, sell candy / fundraising merchandise or groom/beautify yourself. (These behaviors should take place before the tardy bell.)
15. **No food, candy, or drinks allowed in class.**

## Supplies and Materials needed:

1. 1 pocket folder (to keep handouts and pieces of writing in)
2. 1 three subject note book (or binder with loose leaf paper)
3. A blue or black ink pen
4. A pencil
5. An ink pen other than blue or black for editing and proofreading
6. Jump drive or some other appropriate data storage device
7. 2 post it note pads (off brand will be fine)

**Homework Policy and Grading Scale:** Please refer to the Student Handbook for the Homework Policy. The grading scale is as follows:

A.....100-95	C.....76-73
A-.....94-90	C-.....72-73
B+.....89-87	D+.....69-67
B.....86-83	D.....66-63
C+.....79-77	F.....59-0

## Plagiarism:

Plagiarism occurs when students copy someone else's work or ideas and pass them off as their own, and it is a form of cheating. Work lifted from another person or another source will result in a zero for that assignment with no chance of revision, and in keeping with MAC's dishonesty policy, the student may receive an F for the course.

## Mineral Area College "Policy of Non-Discrimination":

Mineral Area College does not discriminate on the basis race, color, national origin, gender, disability, age, religion, creed, or marital or parental status. For more information, call the Title VI, Title IX, Sec. 504 and ADA coordinator at (573) 431-4593 or U.S. Dept. of Education, Office of Civil Rights.

## Extra Help:

Mondays and Tuesdays after school until 3:30 PM

## Time and Place to be reached by Parent:

Planning period: 6th

School Phone # 431-2616 ext. 4162

School Email jweiss@centralr3.org

Please sign and return by \_\_\_\_\_

Parent(s)/Guardian(s) \_\_\_\_\_

Student \_\_\_\_\_