

University of Houston-Downtown

Course Prefix, Number, and Title: ENG 1301 Composition I

Credits/Lecture/Lab Hours: 3/3/0

Foundational Component Area: Communication-Written

Prerequisites: A grade of C or better in ENG 1300, or placement by examination.

Co-requisites: None

Course Description: English 1301 is an introduction to college-level communication with an emphasis on argumentation, which is the kind of writing/communication required most frequently in university coursework and the public sphere. This course focuses on writing as a recursive process that includes audience analysis, invention, organization, drafting, revising, and editing; oral presentation and visual analysis skills are used to reinforce composition processes.

TCCNS Number: ENGL 1301

Demonstration of Core Objectives within the Course:

Assigned Core Objective	Learning Outcome Students will be able to:	Instructional strategy or content used to achieve the outcome	Method by which students' mastery of this outcome will be evaluated
Critical Thinking Communication	<p>Analyze Texts LO 1:</p> <ul style="list-style-type: none"> • take useful notes on a variety of texts • use reading as a tool of inquiry, for information, and for building and supporting an argument • identify, understand, and evaluate a text's argument, including claims, reasons, and evidence • write accurate summaries and paraphrases 	Students annotate texts for claims, reasons, and evidence. Major assignments, teach students to critically read, identify, understand, and evaluate arguments in written texts, including claims, reasons, and evidence. Students learn how to paraphrase and to write accurate summaries of course readings.	Mastery of reading strategies will be evaluated through such artifacts as quizzes, summaries, rhetorical analyses, journal entries, and reading outlines. Culminating Artifact: Essays in which students develop supporting claims with evidence that is appropriate to an academic audience and argumentative purpose.
Critical Thinking Communication	<p>Create Written and Oral Arguments for an Academic Audience LO 2: produce a clear thesis; an engaging introduction;</p>	Students prepare written assignments organized around a claim, reasons, and evidence. Students will learn how to write a clear thesis, and to sustain that thesis	Mastery will be evaluated for these outcomes through both long and short thesis-driven essays. Culminating Artifact:

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	<p>multiple, focused supporting paragraphs; a logical and effective organization of ideas; and a conclusion that brings the essay to a satisfactory close</p> <p>LO 3: develop well-qualified claims with reasons and evidence that are appropriate to an academic audience</p> <p>LO 4: respond to arguments of others with rebuttals and strategic concessions</p>	<p>with multiple, focused, supporting paragraphs that use evidence to develop well-qualified and soundly reasoned claims. Students will learn how to write essays that are logically and effectively organized with effective introductions, rebuttals and conclusions.</p>	<p>Essays which demonstrate student competency writing a clear thesis, introduction, and conclusion.</p>
<p>Critical Thinking</p> <p>Communication</p> <p>Personal Responsibility</p>	<p>LO 5: practice invention, planning, drafting, revising, editing, and proofreading essays</p> <p>LO 6: produce clearly worded, concise, purposely varied, mature sentences write appropriate transitions between and within paragraphs sustain a tone appropriate to a college essay</p> <p>LO 7: edit for grammatical, punctuation, and mechanical errors</p> <p>LO 8: integrate quotations smoothly both for meaning and correct grammar with appropriate signal phrases and commentary on the quotations</p> <p>LO 9: understand and observe rules regarding plagiarism by documenting ideas from sources</p>	<p>Each assignment is scaffolded so students learn, step-by-step, how to prewrite, draft, edit, proofread, and revise for clear, concise and varied sentences that reflect mature wording patterns and appropriate academic tone. Students learn how to write successful transitions between and within paragraphs, and as a way to smoothly integrate quotations both for meaning and grammar with appropriate signal phrases and proper engagement (commentary/analysis) of the quoted materials.</p>	<p>Instructors will evaluate artifacts at various stages of the writing process.</p> <p>Culminating Artifact: Essays which demonstrate appropriate tone, logical organization of evidence to support argument, sentence variety, and smooth integration of source material, with accompanying evidence of revision and peer review. Written assignments will demonstrate student has edited and proofread to conform to the conventions of standard written (academic) English in terms of grammar, punctuation and mechanics.</p>

<p>Critical Thinking Communication Teamwork</p>	<p>LO 10: Practice effective oral and visual communication through peer reviews</p>	<p>Students learn effective feedback strategies designed for specific purposes, including visual representations of arguments.</p>	<p>Peer review will include oral interaction between student readers and student writers and will require a response peer review worksheet.</p> <p>Culminating Artifact: Feedback readers provide writers, using a rubric evaluation of discussion in a Q&A session.</p>
<p>Critical Thinking Communication Personal Responsibility</p>	<p>LO 11: Work effectively with others to support a shared purpose or goal</p>	<p>Instructors will teach students how to work in small groups (teams) for a range of purposes, such as 1) to answer reading questions, 2) to provide peer feedback (peer review) on drafts, and 3) to conduct and share research.</p>	<p>Students will conduct peer grading of group projects, and provide feedback through peer reviews.</p> <p>Culminating Artifact: Students' written descriptions of the contributions of peers in at least one work group project.</p>

Course Outcomes: See outcomes above.

Course Outline:

- Introduction
- Academic communication
- The Core of Argument
- Moving Your Audience
- Writing Center orientation
- Discovery of Arguments
- Arrangement of Material
- Visual Explanations
- Evaluation and Ethical Arguments
- Peer Review
- Acknowledging Other Writers: Using Sources and Avoiding Plagiarism
- UHD's Academic Honesty Policy
- MLA Style
- Integrating borrowed material with MLA style
- Outlining a Speech
- Guidelines for Delivery of Effective Speech
- Casual Arguments

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Grading/Course Content which Demonstrates Student Achievement of Core Objectives:

Course Grade	A: 90-100	B: 80-89	C: 70-79	D: 60-69	F: 0-59
Summary of Course Exams, Quizzes, Activities, and Final					
	Essay 1 (In-class summary essay)		10% of the course grade		
	Essay 2 (out-of-class, multiple draft)		15% of the course grade		
	Reflective essay on oral presentation and !&A		5% of the course grade		
	Essay 3 (out-of-class, multiple draft)		15% of the course grade		
	Essay 4 (out-of-class, multiple draft)		20% of the course grade		
	Final covering course readings		5% of the course grade		
	Class participation including peer responses, completing rubrics on oral presentations, quizzes, teamwork on discussion questions for readings, and miscellaneous homework including the Diagnostic Essay		15% of course grade		