

Core Course Syllabus Template

Year Course Offered: 2014/2015
Semester Course Offered: Fall, Spring, Summer
Department: Writing
Course Number: 1301
Name of Course: First-Year Composition I
Name of Instructor: Writing Faculty

The information contained in this class syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.

Course Requirement

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

Learning Objectives (LO)

1. Demonstrate knowledge of individual and collaborative writing processes.
2. Develop ideas with appropriate support and attribution.
3. Write in a style appropriate to audience and purpose.
4. Read, reflect, and respond critically to a variety of texts.
5. Use Edited American English in academic essays.

Core Objectives (CO)

Writing 1301 addresses the following core objectives to ensure students develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in their lives. The core objectives meet the Texas Core Curriculum objectives for the Language, Philosophy, & Culture Foundational Component Area

- Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills - to include effective development, interpretation and expression of ideas through written, oral and visual communication

- Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- Personal Responsibility - to include the ability to connect choices, actions and consequences to ethical decision-making

Major Assignments/Exams

- Approximately 20-25 pages of polished prose.
- These pieces will account for up to 60% of the course grade.
- Sample assignments include the following:
 - Collaborative Memo Assignment: LO 1 and 3; CO – TW, CT, COM
 - Final Writing Project: LO 2, 4, and 5; CO – CT, PR, COM

| Learning Outcomes | CO | Assessment Methods | Criteria/Targets |
|---|--------|--|---|
| 1. Demonstrate knowledge of individual and collaborative writing processes. | TW | Assess collaborative memo assignment. (see #3) | Use rubric to evaluate memos as unacceptable, acceptable, or excellent. At least 60% of WRIT 1301 students will receive an evaluation of acceptable or better. |
| 2. Develop ideas with appropriate support and attribution. | PR/COM | Assess final writing project. (see also #4 and #5) | Use rubric to evaluate final projects as unacceptable, acceptable, or excellent. At least 60% of WRIT 1301 students will receive an evaluation of acceptable or better. |
| 3. Write in a style appropriate to audience and purpose. | CT/COM | Assess collaborative memo assignment. (see #1) | Use rubric to evaluate memos as unacceptable, acceptable, or excellent. At least 60% of WRIT 1301 students will receive an evaluation of acceptable or better. |
| 4. Read, reflect, and respond critically to a variety of texts. | CT/COM | Assess final writing project. (see also #2 and #5) | Use rubric to evaluate final projects as unacceptable, acceptable, or excellent. At least 60% of WRIT 1301 students will receive an evaluation of acceptable or better. |

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| 5. Use Edited American English in academic essays. | COM | Assess final writing project. (see also #2 and #4) | Use rubric to evaluate final projects as unacceptable, acceptable, or excellent. At least 60% of WRIT 1301 students will receive an evaluation of acceptable or better. |
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Required Reading

Choose one of the following texts, which can be used for both 1301 and 1302:

- X. J. Kennedy, Dorothy M. Kennedy and Marcia Muth. *Bedford Guide for College Writers*, 9th ed. N.Y.: Bedford/St. Martin's, 2011.
- Johnson-Sheehan, Richard and Charles Paine. *Writing Today*, 2nd ed. N.Y.: Longman, 2013.

Recommended Reading

Choose one of the following recommended texts for either 1301 or 1302:

- Hacker, Diana and Nancy Sommers. *A Writer's Reference*, 7th ed. N.Y.: Bedford/St. Martin's., 2011.
- Aaron, Jane E. *LB Brief*, 5th ed. N.Y.: Longman, 2014.

List of Discussion/Lecture Topics

- Survey of a variety of assignment types, incorporating multiple communicative formats.
- The rhetorical principles of academic writing and mechanical conventions;
- Critical reading and thinking skills;
- Understanding writing as a tool for learning and as a form of communication;
- Learning about writing as a recursive and social process, requiring planning, prewriting, drafting, revision, and editing; and,
- A brief introduction to research in the form of a formal proposal, report or essay.