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| Course Title | English Composition I |
| Course Code | ENGL 1211 |
| Semester | Summer 2026 |
| Course Length | 4 Weeks, 60 Contact Hours |
| Credits | 4 |
| Instructor | TBA |
| Office | TBA |
| Email | TBA |
| Prerequisite | N/A |

Course Description:

This course helps students understand and develop their writing, reading, and thinking skills through the creation and rhetorical study of personal and scholarly texts. It includes a focus on the principles and techniques of written, expository, and persuasive composition; an analysis of literary, expository, and persuasive texts; and critical thinking.

Course Goals:

Students who successfully complete this course will demonstrate competency in the following general education core goals:

- **Critical thinking skills** – Students will engage in creative and/or innovative thinking, and/or inquiry, analysis, evaluation, synthesis of information, organizing concepts, and constructing solutions.
- **Communication skills** – Students will demonstrate effective written, oral, and visual communication.
- **Teamwork** – Students will demonstrate the ability to work effectively with others to support a shared purpose or goal and consider different points of view.
- **Social responsibility** – Students will demonstrate intercultural competency and civic knowledge by engaging effectively in local, regional, national, and global communities.

Student Learning Outcomes:

Upon completion of this course, students will be able to:

- understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation as evidenced by the satisfactory completion of all the written and oral discourses to be submitted in this course;

- understand the importance of specifying audience and purpose and select appropriate communication choices;
- understand and appropriately apply modes of expression, i.e. descriptive, expository, narrative, scientific, and self-expressive, in written, visual, and oral communication;
- understand and apply basic principles of critical thinking, problem-solving, and technical proficiency in the development of exposition and argument;
- develop the ability to research and write a documented paper and give an oral presentation based on that paper.

Textbooks/Supplies/Materials/Equipment/ Technology or Technical Requirements:

Hacker, Diana, and Nancy Sommers. *Rules for Writers: A Brief Handbook*. 7th ed. New York: Bedford, 2004.

Rottenberg, Annette T. and Donna Haisty Winchell. *Elements of Argument: A Text and Reader*. 10th ed. New York: Bedford, 2005.

Richard Bullock, Maureen Daly Goggin, and Francine Weinberg. *The Norton Field Guide to Writing with Readings (5th Edition)*, W. W. Norton & Company.

Course Requirements:

Attendance & Participation

This includes attendance, promptness, participation in class discussions and group work, etc.

Chapter Questions

You will have questions to answer over each chapter reading.

Short Writing Assignments (SWAs)

Short writing assignments (SWAs) are designed to get you thinking about and interacting with the expository and persuasive readings that accompany our chapters. Students will be asked to summarize, evaluate, and/or analyze all or particular elements of one or a pair of readings. You are required to submit 5 SWAs during the term, all of which should be typed, double-spaced, and a minimum of 250 words.

Major Writing Assignments (MWAs)

This course includes five Major Writing Assignments (MWAs) all of which will be timed and completed in-class. Each MWA varies in length and in points available, and a separate prompt will be issued for each. Minimum length requirements are designed to guide writers to produce developmentally sound essays and do not include Works Cited pages or opening authorial material; students must adhere to these guidelines to receive credit for the assignment.

Portfolio

Students will be required to keep a portfolio of all work in the class including the following sections: chapter questions, Short Writing Assignments, and Major Writing Assignments. Additionally, students should prepare a progress statement (about 500 words) explaining what writing improvements have been made throughout the

semester; this document will serve as your portfolio's introduction. Submit your portfolio to the instructor for a grade on the final day of class.

| Assessments: Activity | Percent Contribution |
|-----------------------------------|-----------------------------|
| Attendance & Participation | 10% |
| Chapter Questions | 10% |
| Short Writing Assignments | 25% |
| Major Writing Assignments | 45% |
| Portfolio's Introduction Document | 10% |

Grading:

Final grades will be based on the sum of all possible course points as noted above.

| Grade | Percentage of available points |
|--------------|---------------------------------------|
| A | 94-100 |
| A- | 90-93 |
| B+ | 87-89 |
| B | 84-86 |
| B- | 80-83 |
| C+ | 77-79 |
| C | 74-76 |
| C- | 70-73 |
| D | 64-69 |
| D- | 60-63 |
| F | 0-59 |

Course Schedule:

The schedule of activities is subject to change at the reasonable discretion of the instructor. Minor changes will be announced in class, major ones provided in writing.

| ENGL 1211 Schedule | | |
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| Lecture | Topic | Readings |
| L1 | Instructor, student, and course introductions Syllabus review | --- |
| L2 | Critical Reading & Summarizing The Writing Process *SWA 1 due | EA Chapter 2 |
| L3 | Academic Reading, Writing, and Speaking Critically Evaluating Texts Discussion: Approaches to Argument: rhetorical triangle, Toulmin model | RFW Unit 2 EA Chapter 1 |
| L4 | MWA 1 | --- |
| L5 | Identifying Claims & Evaluating Logic Practice: Identifying, evaluating, and making claims Grammar | EA Chapter 5 RFW Unit 4 |
| L6 | Practice: Developing a Working Thesis *SWA 2 due | EA Chapter 8 |
| L7 | Evaluating Logic & Support Logical Fallacies Activity | EA Chapter 6 RFW Unit 1 |
| L8 | Writing Effective Introductions | EA Chapter 6 |

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| L9 | MWA 2 | <i>RFW</i> Unit 4 |
| L10 | Evaluating Language Creating effective body paragraphs Sentence Structure | --- |
| L11 | Making connections for the reader Punctuation Mechanics *SWA 3 due | <i>EA</i> Chapter 9 <i>RFW</i> Unit 5 |
| L12 | Definitions Practice: Evaluating Language | <i>EA</i> Chapter 9 <i>RFW</i> Unit 6-7 |
| L13 | Discussion: Using definition(s) as a rhetorical device | <i>EA</i> Chapter 4 |
| L14 | MWA 3 | --- |
| L15 | MLA Evaluation & analysis | <i>RFW</i> Unit 10 |
| L16 | MLA document formatting & style Citations and the Works Cited page | <i>RFW</i> Unit 10 |
| L17 | Library Database Research *SWA 4 due | <i>RFW</i> Unit 9 |
| L18 | MWA 4 | --- |
| L19 | MLA Application Activity | <i>RFW</i> Unit 10 |
| L20 | The Argumentative Paper: Planning & Research Discussion: Constructing reasonable arguments for research-backed argumentative papers | <i>EA</i> Chapter 10 |
| L21 | Conducting Primary Research | <i>EA</i> Chapter 10 |
| L22 | The Argumentative Paper: Writing and Documentation Introduce Portfolio expectations & rubric | <i>EA</i> Chapter 11 |
| L23 | MWA 5 | --- |
| L24 | Writing effective body paragraphs & transitioning in argumentative papers Integrating & synthesizing source material *SWA 5 due | <i>EA</i> Chapter 11 |
| L25 | Writing Papers in APA Style Supporting a thesis Integrating sources Portfolio submission | <i>RFW</i> Unit 11 |

Accommodation Statement:

Academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she is not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow.

Academic Integrity Statement

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet the standards. Any student

judged to have engaged in academic dishonesty in coursework may receive a reduced or failing grade for the work in question and/or for the course.

Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.

Other Items:

Attendance and Expectations

All students are required to attend every class, except in cases of illness, serious family concerns, or other major problems. We expect that students will arrive on time, be prepared to listen and participate as appropriate, and stay for the duration of a meeting rather than drift in or out casually. In short, we anticipate that students will show professors and fellow students maximum consideration by minimizing the disturbances that cause interruptions in the learning process. This means that punctuality is a must, that cellular phones be turned off, and that courtesy is the guiding principle in all exchanges among students and faculty. You will be responsible for the materials and ideas presented in the lecture.

Assignment Due Dates

All written assignments must be turned in at the time specified. Late assignments will not be accepted unless prior information has been obtained from the instructor. If you believe you have extenuating circumstances, please contact the instructor as soon as possible.

Make-Up Work

The instructor will not provide students with class information or make-up assignments/quizzes/exams missed due to an unexcused absence. Absences will be excused and assignments/quizzes/exams may be made up only with written documentation of an authorized absence. Every effort should be made to avoid scheduling appointments during class. An excused student is responsible for requesting any missed information from the instructor and setting up any necessary appointments outside of class.

Access, Special Needs and Disabilities

Please notify the instructor at the start of the semester if you have any documented disabilities, a medical issue, or any special circumstances that require attention, and the school will be happy to assist.