

ENG 122
College Composition
General Syllabus

Course Number and Prefix:	ENG 122
Title:	College Composition
Credits:	3 Credits
Prerequisites:	None
Course Description:	Introduction to expository writing with an extensive review of mechanics. Emphasis on full and logical development of thesis, clear organization, and use of both personal and academic styles.

Course Objectives:

1. The student will demonstrate critical and creative thinking skills (including cognition, comprehension, application, analysis, synthesis, and evaluation) in producing unified, coherent papers.
2. The student will demonstrate the ability to vary rhetorical strategies in conjunction with varying purposes, audiences and content.
3. The student will demonstrate the ability to incorporate source material into writing.
4. The student will demonstrate the ability to structure essays coherently.
5. The student will demonstrate knowledge and understanding of standard English usage with respect to grammar, punctuation, and spelling.

Course Requirements: At least four essays with multiple drafts. Grammar Quizzes and Exams. Two one-on-one conferences. At least six computer lab days.

Course Outline: Instructors choose at least four out of six of the papers listed below. Grading rubrics are explained in advance. Papers are 600-1200 words, increasing in length at the end of the term. Grammar is taught via games, worksheets, and in conjunction with the writing.

1. Memoir
Readings and Discussion
Appropriate Activities - short reaction papers, activities on description and detail, etc
Grammar: Writing Effective Sentences: Run-Ons, Fragments
2. Summary/Response Essay
Readings and Discussion
Appropriate Activities - in-class writing, in-class and peer evaluation of short summary response, etc.
Grammar: Punctuation
3. Evaluation Essay
Readings and Discussion
Appropriate Activities – in class writing, group discussion of criteria, thesis work, etc.
Grammar: Punctuation

4. Explanation Essay
 - Readings and Discussion
 - Appropriate Activities – in class attempts to come up with 6 different definitions of chosen topic, peer work generating definitions, etc.
 - Grammar: Pronoun Agreement
5. Problem Solving
 - Readings and Discussion
 - Appropriate Activities – stasis exercises, logic
 - Grammar: Pronoun Agreement
6. Persuasion/Position
 - Readings and Discussion
 - Appropriate Activities – enthymemes, warrants, claims, and backing, introductions, conclusion
 - Style: Word Choice, long-short sentences, etc.

Method of Evaluation: Letter Grade

Preparation, participation, and attendance	20%
Drafts	30%
Grammar Quizzes and Exams	10%
Final Papers	40%
90-100	A
80-90	B
70-80	C
60-70	D
0-60	F

Note: Preparation for class will be assessed via class discussions and occasional pop quizzes.

Required Texts: There are no departmentally-approved, standard texts for the course. Most commonly, however, instructors select texts from the following categories and from the following sample lists:

Rhetorics

Reid, Stephen. *The Prentice Hall Guide for College Writers*, current edition
 Elbow and Belanoff. *A Community of Writers*, current edition
 Lunsford, Andrea. *Everything's an Argument*, current edition
 Lisle and Mano. *Culture, Storytelling and College Writing*, current edition
 Murray, Donald. *Write to Learn*, current edition

Handbooks:

Hacker, Diana. *A Writer's Reference*, current edition
Harbrace Handbook, current edition
Little Brown Handbook, current edition

Dictionaries:

Webster's New World Pocket Style Guide
American Heritage Dictionary

Disability Statement: Students who believe they may need accommodations in this class will be encouraged to contact the Disability Access Center (970) 351-2289 as soon as possible to ensure that accommodations are implemented in a timely fashion.