

FRESHMAN COMPOSITION 111

COURSE SYLLABUS

- I. CATALOG DESCRIPTION: (Credit, 3 Hours).** FRESHMAN COMPOSITION II (Credit, 3 hours each). Emphasis on writing as a learning and thinking process. Discussion of and practice in strategies used in prewriting, writing, and revising expressive, informative, analytical, and argumentative essays. Research methodology and the Writing Proficiency Exam (WPE) are also included. Special sections designated for honors students.

Note: The Writing Proficiency Exam will be facilitated during the second to the last week of English 111.

Instructor's Emphasis: English 111 is an advanced freshman level course that will teach students to write multi-paragraph essays utilizing standard English. These expository essays will clearly state, logically develop, and adequately support one idea. Strategies learned in English 110 in prewriting, writing, and revising essays will be reemphasized. Special sessions will be devoted to writing a documented paper.

Instructor _____ *Office No.* _____

Office Hours _____ *Office Phone No.* _____

Email Address _____

II. LEARNING OUTCOMES:

- A. Students will be able to demonstrate an understanding of each mode of writing- **classification and division, comparison and contrast, cause and effect, and argumentation and persuasion** - by structuring multi-paragraph essays.
- B. Students will be able to demonstrate the ability to write essays by supporting the thesis statement with well-developed body paragraphs consisting of examples, facts, reasons, incidents, and specific details.
- C. Students will be able to demonstrate competence in grammar, punctuation, and mechanics by editing their essays.
- D. Students will be able to demonstrate the ability to do research by writing a documented essay.
- E. Students will be able to demonstrate competence in the Modern Language Association (MLA) system of citation by supporting a thesis, citing sources and avoiding plagiarism, and integrating quotations and other source material in a research paper

III. REQUIRED TEXTS:

McWhorter, Kathleen. Reflections: Patterns for Reading and Writing. 2nd Edition. Bedford St. Martin.

Reference Text: *A Pocket Style Manual* by Diana Hacker & Nancy Sommers
(8th edition)

A college level dictionary

Other readings at the instructor's discretion

IV. SPECIFIC CHAPTERS FROM Reflections: Patterns for Reading and Writing:

Chapters 2 – 9 Review: The Writing Process

Chapter 13: Division-Classification

What Is Division-Classification?
How Division-Classification Fits Your Purpose and Audience
Prewriting Strategies
Strategies for Using Division-Classification in an Essay
Revision Strategies
Student Essay: From Prewriting Through Revision
Readings: Professional and Student Essays
Writing a Classification Essay

Chapter 15: Comparison-Contrast

What Is Comparison-Contrast?
How Comparison-Contrast Fits Your Purpose and Audience
Prewriting Strategies
Strategies for Using Comparison-Contrast in an Essay
Revision Strategies
Student Essay: From Prewriting Through Revision
Readings: Professional and Student Essays
Writing a Comparison or Contrast Essay

Chapter 16: Cause-Effect

What Is Cause-Effect?
How Cause-Effect Fits Your Purpose and Audience
Prewriting Strategies
Strategies for Using Cause-Effect in an Essay
Revision Strategies
Student Essay: From Prewriting Through Revision
Readings: Professional and Student Essays
Writing a Cause or Effect Essay

Chapter 18: Argumentation-Persuasion

What Is Argumentation-Persuasion?
How Argumentation-Persuasion Fits Your Purpose and Audience
Prewriting Strategies
Strategies for Using Argumentation-Persuasion in an Essay
Revision Strategies
Student Essay: From Prewriting Through Revision
Readings: Professional and Student Essays
Writing a Classic Argumentation Essay

Chapter 19: Locating, Evaluating, and Integrating Research Sources

- Plan the Research
- Choose a General Subject
- Find Sources in the Library
- Use the Internet
- Take Notes to Support the Thesis with Evidence

Chapter 20: Writing the Research Paper

- Refine Your Working Thesis
- Sort Your Notes
- Organize the Evidence by Outlining
- Write the First Draft
- Document Borrowed material to Avoid Plagiarism: MLA Format
- Revise, Edit, and Proofread the First Draft
- Prepare the Works Cited List: MLA Format

V. DESCRIPTION OF INSTRUCTIONAL PROCEDURE:

- A. Lecture
- B. Discussion
- C. Peer Interaction
- D. Conferencing
- E. Computer-Assisted Instruction
- F. Audio Visual Aids

VI. COURSE REQUIREMENTS:

- A. Attend class regularly and punctually.
- B. Bring the required text(s) to class each meeting.
- C. Be prepared to discuss all assigned readings.
- D. Participate in class discussions.
- E. Submit on due dates final drafts according to the instructor's directions.
- F. Use instructors' conferences, the Communication Skills Laboratory, the Electronics Writing Laboratory or assigned websites for tutoring.

VII. COURSE SCHEDULE:

Writing a Diagnostic Essay and Reviewing the Writing Process	Two Weeks
Writing a Division-Classification Essay.....	Three Weeks
Writing a Comparison-Contrast Essay.....	Three Weeks
Writing a Cause-Effect Essay.....	Two Weeks
Writing an Argumentation-Persuasion Essay.....	Two Weeks
Locating Sources and Writing a Research Paper.....	Two Weeks
Writing Proficiency Exam (WPE).....	One Week

VIII. EVALUATION:

In addition to required essays, a documented essay/research paper, and mid-term and final examinations, instructors will give quizzes (announced and unannounced). Individual instructors may have additional requirements.

IX. GRADING:

Letter grades will be used in the evaluation of each of the assigned papers, readings, quizzes, various examinations and activities. If a numerical grade is given, it will be converted to a letter grade as follows:

90 – 100%	A
80 – 89%	B
70 – 79%	C
60 – 69%	D
00 – 59%	F

Final Examination Date: _____ Time: _____

Note: This document is a general syllabus. The instructor will provide students with a day-to-day syllabus and class policy.

LiveText Subscription

Southern University and A&M College-Baton Rouge has entered into partnership with LiveText, Inc. to provide online academic resources for student collaboration and learning outcomes assessment. Therefore, all students enrolled in this course are required to purchase a subscription from LiveText, Inc. LiveText, Inc. provides students with the electronic tools and services needed to serve them in their courses and in their career or academic pursuits beyond graduation. Students and faculty will be informed of the availability of LiveText code.

LiveText is a dynamic tool that will enable you to:

- Create Electronic Portfolios for storing and displaying coursework for use anytime and anyplace;
- Share your résumés, professional portfolios and virtually any projects that can be photographed, video recorded, and uploaded to prospective employers and others who need or want to know about your accomplishments;
- Engage in discussion boards with other students, exchange feedback, and create study groups and other types of social networks.
- Complete assignments in key/required courses where LiveText has been embedded (without LiveText, you will not be able to complete these assignments).
- Create a complete record of your academic career that is malleable and easily accessible.
- Engage in developing a results driven culture of assessment at Southern University.
- Participate in a process that will allow for data-driven curricular improvements that foster improved student learning and performance.

Office of Disability Services

Mission

The Office of Disability Services (ODS), under the auspices of the University Counseling Center, assists students in meeting their unique academic/educational, personal, vocational and social needs that would otherwise prove to be an obstacle to educational pursuits.

This office is committed to the advocacy and promotion of providing accommodations to students with diverse needs and backgrounds, whether on a temporary or permanent basis. Students must qualify for services as mandated by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA) and any Amendments. Additionally, Louisiana State laws are applicable.

Services

The Office of Disability Services (ODS) provides confidential services to those students who, in this post-secondary setting, must request and provide the necessary documentation to verify a special needs request. Diagnostic educational evaluations/examinations are not conducted through ODS.

Academic accommodations are made on the basis of student's documented disabilities. Possible accommodations include but are not limited to large print handouts, interpreters, extended time for completion of tests/examinations, scribes, academic counseling, audio taping, and note takers. **All documentation submitted is confidential and does not become a part of the student's university file.** Files are not released without the student's written consent.

Contact Information

The Office of Disability Services is located in Office # 246, A. C. Blanks Hall; Phone: 225.771.3546(V/TTD); Fax: 225.771.3949; Email: patricia_hebert@subr.edu