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March 2018



Master Syllabus

ENGL 1010 – Rhetoric & Composition

Revision Date: November 5, 2018

Previous Revision Dates (list all): December 2013

Course Credit Value: 3

If taught in a 15 week semester, students spend the following clock hours, each week in:

Lecture: 3

Laboratory: 0

Clinical Experience/Internship/Workplace experience: 0

Pre and/or Co Requisites:

Pre-Requisite(s): C or Better in ENGL 0083 or 18 or better on ACT

Concurrency: None

Co- Requisite(s): None

Equivalency SLCC: None

Equivalency BOR: CENL 1013

Course Description: English 1010 exposes students to the critical thinking, reading, writing and rhetorical skills required in the college/university and beyond. The course will introduce students to the importance and application of "writing as process," audience awareness, genre conventions, citation and documentation, as well as effective prose style.

Student learning Outcomes:

As a result of successful completion of this course the student will be able to:

1. Identify the features of multiple genres, and articulate the differences that separate them (academic, non-academic, text based, multimedia, etc.)
2. Compose in a variety of genres with a focus on expository writing including effective thesis statements, logical organization, and unified and developed paragraphs.
3. Respond to the needs of different audiences by making deliberate choices in regards to format, layout, style, and tone.

NOTE: The intention of this master course syllabus is to provide you with an overview of the contents of this course, as specified by the faculty of South Louisiana Community College. Please note: individual course syllabi will reflect the diversity of individual approaches to course material and assessment.
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4. Demonstrate knowledge of how to find a variety of valid source material (Books, Journal and Magazine Articles, News Reports, Encyclopedias) including collecting data (e.g., observation, survey, interview.)
5. Integrate sources in their writing to achieve specific aims, making appropriate use of summary, paraphrase, quotation, and citation.
- 6.
7. Demonstrate the ability to make informed decisions regarding the appropriate sentence structure, grammar, punctuation, and vocabulary in their own writing.

Course Content:

- I. *Genre*
 - a. *Various genres with a focus on expository writing*
- II. Writing Process
 - a. Prewriting
 - b. Drafting
 - c. Revision
 - d. Editing
- III. *Rhetorical Situation*
 - a. Audience
 - b. Purpose
 - c. Tone
 - d. Genre
 - e. Conventions
- IV. Research
 - a. Library
 - b. Web
 - c. Primary
- V. Source Evaluation & Integration
 - a. Synthesizing ideas
 - b. Summary
 - c. Paraphrase
 - d. Quotation
 - e. Plagiarism
 - f. In-Text citations
 - g. Works Cited Pages
- VI. Mechanics
 - a. Grammar
 - b. Punctuation
 - c. Sentence Structure

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VIII. Structure

- a. Thesis
- b. Topic Sentences
- c. Organization
- d. Development

IX. Digital Literacy

Methods of Delivery: Lecture, Hybrid

Assessment:

- 65-80% of the course grade will be based on student performance on formal writing projects.
 - Students will individually compose 4 - 6 projects for a total of 15-20 pages of polished prose exploring a variety of purposes, genres, and audiences.
 - - Polished prose – writing that has been refined through the process of reviewing (self/peer/instructor), editing, and revision.
- 20-35%, of the course grade will assess the student's writing process and subject matter knowledge.
 - -Using a variety of methods including, but not limited to, quizzes, exams, participation, in-formal writing, outlines, drafts, in-class timed essays, and peer reviews. These assessments may be graded or ungraded, given in or out of class, and composed via print or electronic mediums.
- At the end of the course, each student will be required to complete the departmental in-class reflection essay. The in-class reflection should be given during a class period within the last two weeks of class. This essay will be credit/no-credit and be worth 2-3% of the total points available. It should be classified under the 20-35% portion of the class. NOTE: This is not a final exam. It is an assessment piece and is mandatory. A student who completes the assessment but does substandard work should be given no credit for the essay.

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