I. ENG 101 English Composition I – 3 Semester Hours; 3 Contact Hours

II. Course Description
English Composition I provides instruction and practice in the writing of at least six (6) extended compositions and the development of analytical and critical reading skills and basic reference and documentation skills in the composition process. English Composition I may include instruction and practice in library usage.

III. Prerequisite
Successful completion of ENG 093, ENR 094, or a score of 5 or higher on the WritePlacer section of Accuplacer, or a score of 18 or higher on the ACT (or equivalent SAT score)

IV. Textbooks


Supplementary material (instructor’s option: such as paperbound dictionary, thesaurus, or other reading material)
V. **General Course Competencies**
To complete this course, the student must have, in the instructor's judgment, a reasonable mastery of the following competencies:
A. The ability to comprehend assigned readings, primarily nonfiction
B. The ability to analyze assigned readings in class discussion
C. The ability to respond to assigned readings by writing effective essays
D. The ability to use primary and secondary sources effectively and accurately
E. The ability to use library/electronic resources

VI. **Course Objectives Stated in Performance Terms**
During the course, the student will do the following under the guidance of the instructor:
A. Demonstrate comprehension of assigned readings, primarily nonfiction
B. Analyze in oral and/or written discussions assigned readings
   1. Use the language of the genre being studied
   2. Use the evidence from assigned readings to support points in analyses
   3. Use strategies for writing essays from development of subject through revision of the essay
C. Plan and write at least six multi-paragraph papers in Standard English (generally accepted spelling, grammar, punctuation, and vocabulary). In following a process approach, writing four extended essays with two significant revisions will meet this requirement.
   1. Consider the following elements when planning essays
      a. Purpose
      b. Audience
      c. Organizational structure
   2. Utilize pre-writing strategies in planning essays, including, but not limited to
      a. Brainstorming
      b. Free writing
      c. Outlining
   3. Write an essay that reflects the following structure
      a. An introductory paragraph that
         (1) Begins effectively
         (2) Contains a thesis statement
            (a) To restrict the topic sufficiently for detailed development
            (b) To express clearly the student's purpose in writing the paper
      b. Body paragraphs, each of which
         (1) Contains a topic sentence
            (a) To express clearly one aspect of the thesis statement
            (b) To indicate logical development of the thesis statement
            (c) To control the size and scope of the respective paragraphs
         (2) Contains specific, concrete details that both relevantly and adequately support the topic sentence
      c. An effective concluding paragraph
   4. Revise an essay so that it reflects the following attributes
      a. Refined thesis statement
      b. Improved paragraph development and organization
      c. Added new material and/or additional support
d. Improved sentence structure and word choice

5. Edit an essay so that it is free of fundamental grammar and mechanics errors that, in the instructor’s judgment, undermine the impact of the paragraph or essay, such as:
   a. Sentence boundary problems (comma splice, fused sentence, fragment, run-on sentence)
   b. Disagreement of subject and verb
   c. Excessive spelling errors
   d. Verb and pronoun usage errors

D. Evaluate and use primary and secondary sources (library/electronic) for an assigned project
   1. Integrate quotations effectively as support in research assignment
   2. Document sources according to MLA guidelines

VII. Class Activities
    A. Read assignments
    B. Listen to lectures
    C. Participate in discussions
    D. Plan essays
    E. Write essays
    F. Conduct peer reviews
    G. Revise essays
    H. Edit essays
    I. Take quizzes and exams

VIII. Evaluation
    To complete this course, the student must be able, in the instructor's judgment, to demonstrate a reasonable ability to comprehend assigned readings and respond to them by writing effective expository multi-paragraph papers that reflect an ability to use primary source and secondary sources. The instructor will provide a specific grading scheme for this course. At least 80% of the final grade must be earned on compositions. A grade of "C" or better is required for passing or for transfer credit.

Grading Scale
A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% and below

The minimum penalty for a plagiarized essay or exam will be a zero for that assignment. Refer to the College Catalog and Student Handbook for a list of violations to the Academic Honesty Code and additional penalties which may be imposed.
IX. Attendance
Class attendance is an essential part of the educational process at Jefferson State, and students are expected to attend all classes for which they are registered to facilitate their academic success. In general, academic performance is impacted by the number of classes a student attends. Financial Aid and other scholarship programs may require stringent attendance. Student absences in all courses (traditional, hybrid, online, etc.) are calculated from the first official day of class. Attendance in Internet and/or Hybrid courses is based on documentable participation in class activities, such as interacting with the instructor and with enrolled students, attending required on-campus meetings and/or submitting course assignments. If a student has excessive absences and is in jeopardy of failing the course, she/he is encouraged to consult with the instructor. Instructors will not withdraw students for any reason. If a student fails to officially withdraw from a course, this failure could result in a grade of “F”. Students receiving financial aid or scholarships should consult the Financial Aid Department or their scholarship coordinator to determine how an “F” or “W” may affect their tuition assistance. Students withdrawing from a course after the Withdrawal date has passed will receive a WP (withdraw passing) or a WF (withdraw failing) in the course.

X. Statement on Discrimination/Harassment
The College and the Alabama State Board of Education are committed to providing both employment and educational environments free of harassment or discrimination related to an individual’s race, color, gender, religion, national origin, age, or disability. Such harassment is a violation of State Board of Education policy. Any practice or behavior that constitutes harassment or discrimination will not be tolerated.

XI. Americans with Disabilities
Jefferson State Community College is compliant with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990 as amended in 2008. Students having known disabilities requiring academic accommodations should contact the ADA Accommodations Office for an appointment (arsherman@jeffersonstate.edu) or 205-856-6077.

XII. Statement on Literary Content (Communications Division)
In the classroom, instructors have full freedom to discuss their subjects. They should not introduce into their teaching irrelevant controversial matter. Within this limitation, the college protects the rights of both the students and instructors to a “free search for truth in its exposition.” The nature of literature discussion in class is not to advance a religious or political agenda, but to raise universal questions about human nature and engage reaction. Therefore, the experience of literature is bound to involve controversial subject matter at times. In the classroom, open expression of ideas and opinions is not only allowed but required, and students must be willing to respond honestly to literary texts. Predetermination of the material that would offend any individual is neither possible, nor a desirable course of action. Eliminating certain works from the reading list would be tantamount to (the same as) censorship. Changing the original text in any way
only serves to distort it. Our goal in the Communications Division is to enhance intellectual growth, not to limit it.

XIII. **Assessment of Student Learning Outcomes**
Direct assessments will be made in accordance with the current class Student Learning Outcomes (SLO). This assessment will not be used to figure grades for the class, but will be used to determine class success within current SLO addressed areas. Direct assessment SLO will change every three year cycle.