

Course Prospectus

For ENGL 111 Written Expression

Overview

In this course, the students will write five writing assignments (Example, Classification and Analysis, Comparison and Contrast, Definition and Analogy), developing each through a process of planning, drafting, revising, and editing. In addition, the course provides a review of English Grammar fundamentals, examining their relation to the foundational principles and techniques of writing. A portion of this course will be devoted to sentence combining techniques, enabling students to improve their stylistic or syntactic maturity. The primary objective will be to improve the student's ability to analyze, develop, and evaluate ideas, enabling them to improve their writing skills, including the ability to revise and proofread.

Course catalog description for this course

This course is the required first course in a series of two designed to develop the ability to produce clear expository prose. Emphasis is on the writing process including audience analysis, topic selection, thesis support and development, editing, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English.

Prerequisites and corequisites

Prerequisites: Satisfactory Placement Score on Accuplacer Exam or permission from professor.
Corequisites: None

Course credit

Three (3) semester hours.

Instructional objectives

On successful completion of this course, a student should be able:

1. To practice a variety of pre-writing techniques, including clustering, brainstorming, free writing, and mapping.
2. To write using grammar, diction, and style appropriate to college level writing.
3. To demonstrate a solid sense of sentence boundaries by avoiding run-on sentences, comma splices and fragments.
4. To produce clear and varied sentence structures, expanding simple sentences by means of coordination, subordination, and modification, using sentence combining strategies including the participial phrase, prepositional phrase, and appositive.
5. To produce unified, coherent, and well developed essays using standard written English, planning, drafting, proofreading, and revising, sharply focusing upon a thesis statement, conveying propositions, opinions or ideas.
6. To support the thesis with developed, unified, and coherent paragraphs, fleshing out and adding substance to the core ideas with facts, illustrations, and details.
7. To practice using the standard expository models: example, comparison and contrast, analysis and classification, extended definition, process analysis, and analogy.

Students with disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this

legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Students who believe they have a disability requiring an accommodation, should inform the instructor through the "Contact Instructor" link on the course home page.

Technology access

This course requires web access and the student also has to have an established e-mail account. The Adobe Acrobat Reader is necessary to view documents that are PDF files. It may be downloaded free at <http://www.adobe.com/products/acrobat/readstep2.html>, which may then be installed and used to access PDF documents on this site.

Course evaluation

Student input is welcome for improving this course. Making suggestions by e-mail is helpful. Our goal in this course is to facilitate the successful achievement of all instructional objectives by all students. At the end of the course students have the opportunity of assessing the course. We want to make distance learning courses as effective as we can. We may also ask some other questions concerning a student's experience in distance learning to help us improve our program. We appreciate students letting us know how we can improve our products and services for them and other distance learners.

Textbooks

The textbook for this course is:

Hodges' Harbrace Handbook, Sixteenth Edition

Cheryl Glenn and Loretta Gray
Boston: Thomson Wadsworth, 2007

This may be ordered through the University Bookstore.

Course evaluation

ICEBREAKER ASSIGNMENT

To officially begin course students must complete an icebreaker assignment by which they introduce themselves to their classmates through the posting of a short autobiography on the course Forum. The icebreaker assignment must be submitted by the eighth day of the semester. Students post their biographies as a reply to the "Bios" topic on the course forum. A student can earn 25 bonus points in this course by doing so "on time." As there are people from all over the world enrolled in this course each autobiography will help all know, understand and appreciate each other. Students are to read and comment on each other's bios throughout the first week of class.

DUE DATES AND EXTENSIONS

Students must complete the course by the last official day of instruction as set forth in the academic calendar.

READING AND WRITING EXERCISES

Refer to "Course outline and assignments" section for reading assignments.

FILING WRITING ASSIGNMENTS

For instructions in how to post assignments is provided by visiting the Frequently Asked Questions pages through the link on the course homepage.

STUDY TIPS

Distance learning emphasizes self-motivation. The instructor functions as a facilitator with the student as the driving force in mastering course content. Students are encouraged to not put off completing their readings and assignments. While there are many different learning styles, the following strategy should serve the needs of most students.

- Look over assigned readings.
- Read the assigned readings making notes before viewing the assigned lecture.
- Define terms in the assignment. The quizzes will specifically test basic terminology. Students should develop their vocabulary as they proceed assignment by assignment.
- Complete the answers for the writing assignment.
- Each week students should review notes, geographical terms and locations, and the words they defined.
- If a student has a question, ask. Questions should arise in the teaching-learning process. By bringing questions to our attention students not only acquire assistance but they also maintain the interaction necessary in higher education. Use the Inbox on the course home page to send questions.

Lectures

The course is comprised of PowerPoint presentations and audio lectures by David F. Maas. Links to lectures are placed in lessons.

Examinations

Six non-cumulative multiple choice examinations will be used for assessment. Each of the exams will consist of 30-50 questions. Students will have sixty (60) minutes to complete each exam. Half will be closed book and half will be open book, meaning students can consult their notes and books. Under no circumstances are students to print the exams.

Grading

Grades for the semester will be based on the following scheme:

- 6 multiple choice exams 40%
- 5 Essays 50%
- Forums and study questions 10%

By getting the autobiography posted on time can earn a student 25 bonus points. These points could make the difference between an A or a B, or passing or not passing.

Grades are assigned in the traditional American style of an A, B, C, D, or F. In distance learning we believe that mastery of the subject matter is achieved when a student can demonstrate that they have achieved 80% of the objectives for a course. That means that we want students to earn at least 80% in this course. If they do not do so then they have not developed the mastery we would like them to have.

We want this course to be competency-based and so it is possible for the entire class to receive an A or a B. There is no artificial curving of scores in the assignment of grades (if you don't know what that means, don't worry about it). Mastery of the material is what one's goal should be.

Grades are assigned by percentages as follows:

- A 90-100%
- B 80-89%
- C 70-79%
- D 60-69%
- F Below 60%

Academic irregularity

Students have the responsibility for conducting themselves in such a manner as to avoid any suspicion that they are improperly giving or receiving aid on any assignment or examination. An academic irregularity not only includes cheating but also includes plagiarism (taking another's ideas and/or words and presenting them as if they were the writer's own) and the submitting of the same paper in separate courses without prior consent from the faculty members concerned. In cases of suspected academic irregularity, faculty members are authorized to refuse to grade such papers, in whole or in part, or examinations, and to record each of them as a failure.

If an academic irregularity is sufficiently serious, the University may take one or more of, but not limited to, the following actions:

1. Drop the student from the course with a grade of F;
2. Place the student on academic probation; and/or
3. Dismiss the student from the University.

Course outline and assignments

Required reading assignments are to be completed before the lecture.

Course outline and assignments

<i>Lecture</i>	<i>Topics</i>	<i>Exams and Assignments</i>
1		Icebreaker Assignment On-line Biography
2		Diagnostic Grammar Test
3	COMFTF-01 The Thesis	Study Questions 1-15
4	COMFTF-13 Sentence Combining	
5	Sentence Combining	Aluminum Test
6	Sentence Combining	Study Questions 1-37
7	Sentence Combining	Exercise Combine 28 sets of Kernel Sentences
8	Sentence Combining	Practice Test -Sentence Combining
9		Exam on Sentence Combining
10	COMFTF-02 The Example	Study Questions 1-24
11	Goal Essay Assignment	
12	Harbrace Grammar Unit 1 Part 01 Sentence Sense	Exercises 1-3 Practice Test
13	Harbrace Grammar Unit 1 Part 02 Sentence Sense	Exercises 4-6 Practice Test
14	Sentence Sense	Exercises 7-9 Practice Test
15		Exam on Harbrace Unit 01
16		Goal Essay Due
17	COMFTF-04 Classification and Analysis	Study Questions 1-15
18	Classification Essay Assignment	
19	Harbrace Grammar Unit 02 Fragments	Exercises 1-3 Practice Test
20	Harbrace Grammar Unit 03 Comma Spices and Fused Sentences	Exercises 1-3 Practice Test
21		Exam on Harbrace Units 2-3

22		Classification Essay Due
23	COMFTF-05 Comparison and Analysis	Study Questions 1-15
24	Comparison and Contrast Essay Assignment	
25	Harbrace Grammar Unit 04 Adjectives and Adverbs	Exercises 1-3 Practice Test
26	Harbrace Grammar Unit 05 Pronoun and Case	Exercises 1-3 Practice Test
27		Exam on Harbrace Units 4-5
28		Comparison and Contrast Essay Due
29	COMFTF-03 Definition	Study Questions 1—18
30	Definition Essay Assignment	Practice Test on Definition
31	Harbrace Grammar Unit 06 Agreement	Exercises 1-3 Practice Test
32	Harbrace Grammar Unit 07 Verbs	Exercises 1-2 Practice Test
33		Exam on Harbrace Units 6-7
34		Exam on Definition Unit
35		Definition Essay Due
36	COMFTF- 07 Causal Relationships	Study Questions 1-18
37	Cause- Effect Essay Assignment	Practice Test Causal Relationships
38		Exam on Cause Effect Relationships
39		Cause –Effect Essay Due
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