

Tompkins Cortland Community College  
**Master Course Syllabus**

**Course Discipline and Number: ENGL 100**  
**Course Title: Academic Writing I**

**Year: 2024-2025**  
**Credit Hours: 3**

**Attendance Policy:** *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

**Services for Students with Disabilities:** *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

### **Course Description**

This is the first of a two-course sequence of academic writing. Students learn how to write a variety of essays, usually in response to readings. They review grammar and basic writing skills, learn an effective writing process, begin to engage and respond to academic texts, and are introduced to research and documentation of sources appropriate for introductory-level college essays. Special sections may center on a theme. Students must earn a grade of C or better to take the second course in the sequence, ENGL101. ENGL 100 fulfills the SUNY General Education Basic Communication requirement. Prerequisites: C or better grade in ENGL 099 or C or better grade in ESL 120, 121, and 122 (or prior completion of ESL 103 C with or better grade) if required by placement testing; prior completion or concurrent enrollment in RDNG 116 if required by placement testing. 3 Cr. (3 Lec.) Fall and spring semesters.

### **Course Context/Audience**

English 100 - Academic Writing I is designed to provide those students who place into this course with the skills they need to be successful with the writing assignments required in English 101 Academic Writing II and introductory-level writing assignments in other disciplines.

It is a college credit bearing course expected to transfer to other colleges, especially those with a two- course writing sequence.

Special sections of this course may focus on themes derived from individual academic disciplines or topics of interest to students.

### **Basic Skills/Entry Level Expectations**

Writing:	W2	If required, the student must have completed ENGL 099. The course requires short written responses and/or short papers without documentation, particularly personal reflection or narrative.
Math:	M0	Very limited or no math skills are required.
Reading:	R3	If required, the student must be concurrently enrolled in RDNG 116. The course requires reading of mostly beginning college-level materials and limited higher college-level materials that will also be covered in class.

## Course Goals

Students completing English 100 Academic Writing I should be able to adjust their writing to fit the demands of a variety of writing assignments; demonstrate an effective writing process; write a college-level essay using appropriate rhetorical strategies; properly integrate sources into their writing; and demonstrate introductory-level skills in research.

## Course Objectives/Topics

Objective/Topic	% Course
Understanding purpose and audience in reading and writing assignments	5%
Critical reading (understanding main point of a text and formulating response)	15%
Using and recognizing appropriate rhetorical strategies	15%
Writing process (planning, thesis generating, drafting, and organization)	15%
Grammar	15
Revision	10%
Synthesis (integrating source material using summary, paraphrase, and quotation)	10%
Research Process (finding sources, evaluating sources, and documenting sources)	15%

## General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>develop meaningful questions to address problems or issues.</li> <li>gather, interpret, and evaluate relevant sources of information.</li> <li>reach informed conclusions and solutions.</li> <li>consider analytically the viewpoints of self and others.</li> </ul>	<p>Students will formulate thesis statements and develop ideas on meaningful topics. Students write essays based on responses to academic texts or research.</p> <p>A course objective is for students to find, comprehend, and integrate informed sources into their writing. Students may attend library research/orientation sessions.</p> <p>Students will respond to a variety of sources such as text material, library research, and class discussion to arrive at informed and logically supported conclusions.</p> <p>Discussion of and/or written response to diverse readings will give students the opportunity to examine multiple perspectives.</p>
SOCIAL/GLOBAL AWARENESS OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<p>Students will begin to understand how their lives are shaped by the complex world in which they live.</p> <p>Students will understand that their actions have social, economic</p>	<p>While students examine perspective in their writing and course readings, students will consider how social, economic, and/or environmental contexts have helped to inform these various perspectives and how individual action has social consequences.</p> <p>Recommended learning activities may include assigned readings, class room discussion, in-class activities, directed paper assignments, guided research papers, independent research papers, media presentations, student presentations, suggested or directed attendance at appropriate outside events or any other teaching methods which promote student's social and global awareness.</p>

and environmental consequences.

## Methods of Assessment/Evaluation

Method	% Course Grade
A minimum of four essays will be evaluated on major aspects of writing including grammar. At least one assignment will be written in class.	60-80%
Research may be assessed through essays, annotated bibliographies, exams, or other assignments.	15-20%
Response to readings, journals, grammar quizzes, or writing exercises.	0-20%
Attendance and participation	0-5%

### Text(s)/Required Materials:

Suggested: Handbook and Reader, Latest Edition.

### Bibliography

Boynton, Linda. "When the Class Bell Stops Ringing: The Achievements and Challenges of Teaching Online First-Year Composition." *Teaching English in the Two-Year College*, v29 n3 (2002) 298-311.

Dickson, Marcia. *It's Not Like That Here: Teaching Academic Writing and Reading to Novice Writers*. Portsmouth, N.H.: Heinemann-Boynton. Cook, 1995.

Elbow, Peter. *Reflections on Academic Discourse: How it Relates to Freshmen and Colleagues*. *College English* 53 (1991): 135-55.

Harris, Muriel, and Katherine E. Rowan. *Explaining Grammatical Concepts*: *Journal of Basic Writing* 6 (Fall 1989): 21-41.

Keim, Marybelle. *Creative alternatives to the term paper*. *College Teaching*, v39 n3 (Summer 1991) 105-07.

McMillen, Paula S. *Why Teach 'Research as a Conversation' in Freshman Composition Courses? A Metaphor to Help Librarians and Composition*

*Instructors Develop a Shared Model Research Strategies*, V20 n1-2 (2004) 3-22.

Roen, Duane, ed., et al. *Strategies for Teaching First-Year Composition*. Urbana, Ill.: NCTE, 2002.

Reynolds, Mark, ed. *Two-Year College English: Essays for a New Century*. Urbana, Ill.: NCTE, 1994.

Stewart, Ruth. *Teaching Critical Thinking to First-Year Composition: Sometimes More is More Teaching English in the Two-Year College*, v29 n2 (2001) 162-71.

Tate, Gary. Amy Rupiper, and Kurt Schick, eds. *A Guide to Composition Pedagogies*. NY: Oxford Univ. Press, 2001.

### Other Learning Resources

**Audiovisual:** No resources specified

#### Electronic

Students can use library book catalogs and multi-subject databases such as Academic Search Complete and Proquest or more subject specific databases.

Instructors and students can use companion websites for course readers and writing or grammar handbooks.

**Other:** No resources specified