<div align="center">**Tompkins Cortland Community College**</div>

Master Course Syllabus

Course Discipline and Number: ENGL100   **Year: 2025-2026**

Course Title: Academic Writing I   **Credit Hours: 3**

I. Course Description: ENGL100, the first of a two-course sequence of academic writing, focuses on foundational composition skills. Through instructor guidance and feedback, students will explore and develop writing process strategies for generating ideas, prewriting, formulating claims, paragraphing and structuring, drafting, reflecting, revising, proofreading, and editing in order to produce clear, concise college-level essays. Students will practice grammar skills through composition-focused instruction. Scaffolded essays range from personal writing to argument, analysis, and research, allowing students to develop foundational skills, critical thinking through analysis, and an ability to locate and utilize academic resources and develop information literacy. ENGL100 satisfies ILO#1: Communicate Effectively as well as the SUNY Gen.Ed. Written Communication. Some sections may be themed. Students must earn a grade of C or better to take the second course in the sequence, ENGL101. Prerequisites: C or better grade in ESL 120, 121, and 122 if required by placement testing; prior completion or concurrent enrollment in ENGL098 if required by placement testing. 3 Cr. (3 Lec.) Offered fall and spring semesters.

II. Additional Course Information:

1.	A significant focus of the class should be scaffolding with instructor feedback and guidance to develop possible strategies within the writing process (e.g. prewriting/planning, generating/drafting, structuring/organizing, reflecting/responding, revising, editing).
2.	Strong emphasis on creation of a thesis, topic sentences and developing paragraphs.
3.	Strong emphasis on sentence structure, mechanics, and grammar.
4.	Introduction to college level research and methods, including scholarly material, and evaluation of sources.
5.	Introduction to the concepts of audience, purpose, bias, and voice.
6.	Introduction to the proper use of source documentation practices.
7.	The course uses a combination of source based and non-sourced based papers.
8.	At least one paper should be argumentative/persuasive and at least one research-based, but these skills may be combined.
9.	The in-class essay should include guided support in classes before the essay is written; these supports could include but are not limited to: planning strategies, time-management strategies, brainstorming, outlining. The emphasis should be on planning, structure, and evidence.
10.	Typically, instructors will guide students through essays of increasing complexity and length, working toward an essay that can serve as a bridge assignment into English 101.

III. Student Learning Outcomes
Upon successful completion of this course, students will be able to:

1.	Implement basic research techniques and tools to construct a supported synthesis essay.

2.	Develop college-level written communication that informs, persuades, or otherwise engages with an audience.
3.	Evaluate communication for substance, bias, and intended effect.
4.	Understand and apply various revision strategies within the writing process.

IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Competencies and Knowledge and Skills Areas

Tompkins Cortland ILOs

Complete this section for "service" courses only (e.g., courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:
☒ Communicate effectively, in oral and written forms, taking into consideration audience and purpose.

SLO#2: Develop college-level written communication that informs, persuades, or otherwise engages with an audience.

☐ Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.

☐ Use information, critical thinking, and the creative process to solve problems and reach conclusions.

☐ Use technology appropriate to their discipline.

☐ Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

Program Learning Outcomes

Complete this section for program-specific courses (e.g., those that share the same discipline code as the academic program or satisfy requirements in related programs).   List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

Specify the Academic Program:

SUNY General Education Competencies

If this course assesses a SUNY GEN ED Competency, check all that apply and indicate which course outcome(s) address each checked item:

☐ CRITICAL THINKING & REASONING- Students will:
   a.   clearly articulate an issue or problem;
   b.   identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work; acknowledge limitations such as perspective and bias; and
   c.   develop well-reasoned (logical) arguments to form judgments and/or draw conclusions.

   Course SLO(s):

☐ INFORMATION LITERACY - Students will:

      a.   locate information effectively using tools appropriate to their need and discipline; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination.

      Course SLO(s):

☒ SUNY GENERAL EDUCATION KNOWLEDGE AND SKILLS AREA(s):   Communication: Written
For courses that are approved to meet one (or more) of the ten SUNY General Education Knowledge and Skills Areas, indicate which area the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that area:

- research a topic, develop an argument, and organize supporting details;

  SLO#1: Implement basic research techniques and tools to construct a supported synthesis essay.

- demonstrate coherent college-level communication (written and oral) that informs, persuades, or otherwise engages with an audience;

  SLO#2: Develop college-level written communication that informs, persuades, or otherwise engages with an audience.

- evaluate communication for substance, bias, and intended effect; and

  SLO#3: Evaluate communication for substance, bias, and intended effect.

- demonstrate the ability to revise and improve written and oral communication.

  SLO#4: Understand and apply various revision strategies within the writing process.

☐ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Competencies or Knowledge and Skills Areas.

V. Essential Topics/Themes

1.   Foundational understanding and utilization of the writing process. Steps include:
       ·   Prewriting/planning
       ·   Generating/drafting
       ·   Structuring/organizing
       ·   Reflecting/responding
       ·   Revising/editing

2.   Critical Writing
       ·   Grammar and sentence structure
       ·   Paragraph cohesion/structure
       ·   Essay organizing
       ·   Proofreading strategies
       ·   Recognize and utilize summary, quote, and paraphrase
       ·   Source attribution requirements and practices

3.   Critical reading
       ·   Recognize main idea
       ·   Recognize supporting evidence
       ·   Develop understanding of textual support

4.   Research Tools and Techniques   ·   Identify ways to locate sources

· Recognize research as a process	
· Recognize and avoid plagiarism	

VI. Methods of Assessment/Evaluation

Method	% Course Grade
11-15 cumulative pages spread over at least four formal essays At least one essay should be persuasive, and at least one based on supported research (there may be overlap) One in-class essay is recommended that involves preparatory pre-writing activities and a clearly stated grading rubric appropriate for an essay that doesn't have a revision opportunity.	**60-70%**
Research-based assignments (e.g. essays, annotated bibliographies, source evaluations, and other assignments).	**15-20%**
Process assignments (e.g. Journals, reading reflections, drafts, prewriting, outlines, bibliographies, grammar exercises, quizzes, writing exercises)	**15-25%**
Attendance and participation	**5-10%**

VII. Texts – ☐ **Required**   ☒ **Recommended**   ☐ **Used for more than one course (list courses)**

High school instructors may consult with staff in the CollegeNow office for additional information and guidance.

	OER
1. Raimes, Ann, and Susan K. Miller-Cochran. *Keys for Writers*. Eighth edition., Cengage Learning, 2017. 2. Graff, Gerald, and Cathy Birkenstein. *"They Say / I Say" : The Moves That Matter in Academic Writing*. Fifth edition., W.W. Norton & Company, Inc., 2021.	☐

Editions listed are current as of date of syllabus. More recent editions may be used.

VIII. Bibliography of Supplemental Materials

1. [Excelsior OWL	Online Writing Lab	Excelsior University](#)

Editions listed are current as of date of syllabus. More recent editions may be used.

IX. Other Learning Resources

Audiovisual: none specified
Electronic: none specified
Other:

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 academic adjustments. All course materials are available in alternate formats upon request.*

Academic Integrity: *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of their academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*
Any written work submitted by a student must be their own. If the student uses the words or ideas of someone else, they must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.
Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.