Master Course Syllabus

Course Discipline and Number: ENGL 101   **Year: 2023-2024**

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

I. Course Description: This course develops and refines student written communication through the study and practice of writing across the academic disciplines. Students learn to support their ideas with authoritative information from credible sources and to recognize audience, purpose, and bias. Emphasis is placed on the process of writing and not just outcome. Students engage in challenging texts of diverse information to develop critical thinking skills. Some sections may center on a theme. ENGL 101 fulfills the written component of the SUNY General Education Written and Oral Communication Knowledge and Skills Area. An honors section is offered. Prerequisites: C or better grade in ENGL 100 if required by placement or appropriate assessment; prior completion of, or concurrent enrollment in, RDNG 116 if previously placed in ENGL 098. 3 Cr. (3 Lec.) Fall and spring semesters.

II. Additional Course Information:

1.	This course includes a strong focus on MLA documentation and robust use of source material
2.	ENGL 101 emphasizes process writing including, but not limited, to creating, planning, drafting, revising, and proofreading.
3.	Students are expected to create at least one paper through individual academic research, with proper supports.
4.	ENGL101 scaffolds skills from ENGL100 by focusing on balancing and structuring information in longer essays, more independent research, a stronger integration of source material, and mature critical thinking.
5.	Students must obtain permission from the instructor to take this course as Honors. Enrichment work and additional assignments are required.

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

1.	Effectively synthesize information in writing that informs or persuades with audience awareness.
2.	Effectively complete a writing process that includes but is not limited to creating, planning, organizing, drafting, revising, and proofreading.
3.	Effectively research and document reliable sources appropriate to the discipline with particular regard to purpose and bias.

IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Outcomes

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

1. Effectively synthesize information in writing that informs or persuades with audience awareness.

☐ 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.

SLOs

1. Effectively synthesize information in writing that informs or persuades with audience awareness.
2. Effectively complete a writing process that includes but is not limited to creating, planning, organizing, drafting, revising, and proofreading.
3. Effectively research and document reliable sources appropriate to the discipline with particular regard to purpose and bias.

☒ Use technology appropriate to their discipline.

SLO

1. Effectively research and document reliable sources appropriate to the discipline with particular regard to purpose and bias.

☐ 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 4 letter designation 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.

SUNY General Education Outcomes

If this course **assesses** a SUNY GEN ED Outcome, 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

   Course SLO:
   1. Effectively synthesize information in writing that informs or persuades with audience awareness.

☒ 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):
   1. Effectively synthesize information in writing that informs or persuades with audience awareness.

3. Effectively research and document reliable sources appropriate to the discipline with particular regard to purpose and bias.

☒ GENERAL EDUCATION CATEGORY - Area(s):   **Communication - Written**

For courses that are approved to meet one (or more) of the ten SUNY General Education categories, indicate which category the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that category:
SUNY General Education Basic Written communication

SUNY Learning Outcome: Students will research a topic, develop an argument, and organize supporting details.

Course SLOs

1. Effectively synthesize information in writing that informs or persuades with audience awareness.
3. Effectively research and document reliable sources appropriate to the discipline with particular regard to purpose and bias.

SUNY Learning Outcome: Students will demonstrate coherent college-level communication (written <u>and oral</u>) that informs, persuades, or otherwise engages with an audience.

Course SLOs

1. Effectively synthesize information in writing that informs or persuades with audience awareness.
2. Effectively complete a writing process that includes but is not limited to creating, planning, organizing, drafting, revising, and proofreading.
3. Effectively research and document reliable sources appropriate to the discipline with particular regard to purpose and bias.

SUNY Learning Outcome: Students will evaluate communication for substance, bias, and intended effect

Course SLO

3. Effectively research and document reliable sources appropriate to the discipline with particular regard to purpose and bias.

SUNY Learning Outcome: Students will demonstrate the ability to revise and improve written and oral communication.

Course SLO

2. Effectively complete a writing process that includes but is not limited to creating, planning, organizing, drafting, revising, and proofreading.

☐ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Outcomes.

V. Essential Topics/Themes

1.	Research Process (using tools appropriate to the requisite information and academic discipline; locate, evaluate, use, and interpret information effectively and responsibly)
2.	Synthesis (integrate source material using summary, paraphrase, quotation, and documentation
3.	Writing Process (creating, planning, developing, organizing, drafting, and revising)
4.	Argument (show an understanding of audience, purpose, and bias)
5.	Analysis (develop critical thinking skills using data and logic)

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Three to four source-based informative, argumentative, and/or analytical essays *(To be evaluated on the major aspects of an academic writing process. At least one essay is to be based primarily on individual student research. Cumulative page length for all final draft material should be 18-22 pages (e.g., three 6-page essays, four 5-page essays). Assessment should focus on process and final product.*	50-60%
2. Essays, annotated bibliographies, or other assignments. *(Students are to be encouraged to use supports, but at least one paper should consist of primarily individual student research.)*	20-30%
3. Other, non-sourced-based essays (e.g., narrative, reflective), response to readings, journals, writing exercises, quizzes/exams.	5-20%
4. Attendance and participation.	0-5%

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

	OER
1. A running list of texts and recommendations can be found on file with TC3 Library services at [Ex Libris Discovery - ENGL101 (exlibrisgroup.com)](#)	☐

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

VIII. Bibliography of Supplemental Materials

1. Purdue Owl https://owl.purdue.edu/
2. Grammarly (free version) https://www.grammarly.com/

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: None specified

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 his or her 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 his or her own. If the student uses the words or ideas of someone else, he or she 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.