

CBC/Saint Louis University
1818 Advanced College Credit Program
Junior Honors “The Process of Composition”

Course Syllabus

1. Instructor : Mr. Gary Ryan
2. Textbook: Textbook: The American Tradition in Literature, 11th Edition, Perkins and Perkins, McGraw Hill. CBC 1818 Online Syllabus:
<http://www.umsl.edu/~gryan/amer.studies/amstudies.syllabus.html>

* Outside readings on topics pertinent to the subject matter will be assigned from articles, books and periodicals available on the student's laptops and in the library.

3. General Course Description:

"The Process of Composition" (ENG-A 150) is a two-semester course which provides an introduction to college composition prior to beginning English-A 190. The course focuses on the process of composing written discourse, both formal and informal, for academic, professional, and public audiences.

English-A 150 leads students through a series of writing activities which help them to learn how the process of composing leads to a finished essay. Essential to this process are methods of focusing, organizing, and developing general ideas into the structure of specific essays. Equally important is the awareness that writing must adapt to the needs of different audiences--including academic disciplines, student communities, professional communities, and sectors of the general public.

English-A 150 strives for a balance between the personal expressiveness of the individual writer and the social and organizational demands of audience and situation. Thus, it provides a general introduction to the rhetoric of academic and public discourse while helping students develop a sense of personal authority and confidence in their writing. This course illustrates how writing must develop from a combination of personal commitment and rhetorical awareness if it is to communicate successfully.

From the first open-ended, developmental passage, to the completed essay directed at a specific audience, students will become increasingly aware of the decisions they must make in order to communicate effectively in specific rhetorical situations. Finally, students will leave the course with a richer understanding of the complex nature of the writing process, and with a recognition that effective writing emerges out of consistent practice, multiple drafts, and careful editing. Students must realize that, if they do not develop these intellectual habits, then they cannot expect to communicate effectively in writing.

4. Prerequisites: Junior Standing

5. Course Objectives

- to get in the habit of using the writing process as a means of making writing less intimidating.
- to develop style, clarity and power in the use of language.
- to develop confidence for different writing purposes and audiences.
- to correct habitual grammatical and mechanical errors that weaken written expression.
- to discriminate between formal and informal language situations.
- to develop further competency in using library sources, the dictionary, and computers for writing.
- to read critically and respond likewise to other essays.

6. Course Requirements

- five essays, each four to five pages in length.
- completion of at least one essay to persuade.
- completion of at least one business-oriented piece of writing.
- preparation for class meetings, including assigned readings.

7. Essay Formats

All essays should be typed and double-spaced. In the top right hand corner, please type your name, the course title, the assignment, and the date. Center the title of your paper two lines above the first paragraph.

Please number your pages, also.

8. Assignments

Each student will complete five essays of four to five pages: 1) Writing from Recall or Observation essay 2) Writing from Conversation 3) Reading Critically essay (Microtheme) 4) Taking a Stand 5) Proposal . We will also complete a shorter piece of writing with technology at the end of the semester. This composition will help use technology tools and resources for managing and communicating personal/professional information particularly in the area of correspondence). I will also assign frequent reading assignments, which we will discuss or write about in-class.

9. Grading

I will grade your essays according to the following criteria:

- essay responds to the assignment, meets page length.
- essay is organized around a main idea, and has an introduction, body, and conclusion.
- essay is coherent—all paragraphs have topic sentences.
- essay is edited for substantive errors.
- essay is proofread for accidental errors.
- essay shows that the student is attempting to develop original, fresh writing style.

A serious deficiency in any of these areas will generally count against you up to a letter grade.

Most importantly, English-A 150 is a portfolio-based writing course. All students are required to keep a portfolio of all work in the course. I will collect and review portfolios prior to the midterm and final grading periods. I will provide a brief, written response to portfolios at both times.

Your semester grade will be based upon the following scheme:

--five essays	100 points each
--in-class assignments	150 points
--business writing	50 points
--Mid-term, Final	100
	800 total points

10. Deadlines

Since the due dates for the papers are known well in advance, late papers will receive reduced credit, generally a letter grade for every day it is late. I will give you the benefit of the doubt to have one absence on the day a paper is due.

It is *your* responsibility to come to me to get make-up assignments for absences. Late homework is also subject to a late grade.

11. Plagiarism

Plagiarism means repeating the words or ideas of someone else without acknowledging the author, thereby representing his or her work as your own. There are three types of plagiarism: 1) the deliberate word-for-word copying of someone else's work as your own; 2) using someone else's ideas as your own without properly crediting them; 3) the use of an aid or tutor who, though well-intentioned, does so much of the student's work that the student can no longer call the work his or her own. English Department policy dictates that a student guilty of plagiarism will receive an F for the course and may face disciplinary action that becomes part of his or her permanent record.

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