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This document is the result of a compilation of Reference Course Packets detailing the common elements of **Composition I** at Cisco College, McMurry University, and Hardin-Simmons University. The creation of this document, as well as the included Reference Course Packets specific to the aforementioned institutions of higher education, are the product of a committee of faculty members from each institution who are compensated by a grant provided by the Texas Higher Education Coordinating Board (THECB).

**Composition I**

**I. Course Information:**

* Course Description: Principles and techniques of written, expository, and persuasive composition; analysis of literary, expository, and critical thinking and writing.
* This course meets transferability requirements and is required for all Bachelor’s degrees.

**II. Prerequisites and Assumed/Required Prior Knowledge:**

* Passing grade on the writing portion of the THEA/ACT/SAT or college placement test or passing grade for developmental English course(s) as required by placement score.
* CRS Relationship – Composition I builds upon the following Texas College Readiness Standards (based on the THECB publication adopted Jan. 2008):
	+ English/Language Arts
		- I. Writing
			* A. “Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author’s purpose.”
		- II. Reading
			* A. “Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying lengths.”
			* B. “Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.”
			* C. “Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.”
			* D. “Explain how literary and other text evoke personal experience and reveal character in particular historical circumstances.”
		- III. Speaking
			* A. “Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, organization of information).”
			* B. “Develop effective speaking styles for both group and one-on-one situations.”
		- VI. Listening
			* A. “Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).”
			* B. “Listen effectively in informal and formal situations.”
		- V. Research
			* A. “Formulate topic and questions.”
			* B. “Select information from a variety of sources.”
			* C. “Produce and design a document.”
	+ Cross-Disciplinary Standards
		- I. Key Cognitive Skills
			* A. “Intellectual curiosity.”
			* B. “Reasoning.”
			* C. “Problem solving.”
			* D. “Academic behaviors.”
			* E. “Work habits.”
			* F. “Academic integrity.”
		- II. Foundational Skills
			* A. “Reading across the curriculum.”
			* B. “Writing across the curriculum.”
			* C. “Research across the curriculum.”
			* D. “Use of data.”
			* E. “Technology.”

**III. Course Objectives:**

* As an Academic Transfer Course, the colleges have set forth the following general curriculum objectives. Upon completion, students should be able to demonstrate:
	+ - Continuous learning ability.
		- Communication competency.
		- Analytical inquiry ability.
		- Knowledge of physical, social, economic, political, and artistic aspects of his or her environment.
		- Awareness of social and moral citizenship requirements.
		- Self-assessment and goal-setting initiative and ability.

**IV. Textbooks and Materials:**

* Textbook options vary based on institutional adoption policies.
* Commonly Required Materials:
	+ Standard paper materials
	+ Computer access and electronic storage capability

**V. Methods of In-Class Instruction:**

Instructor methods and delivery vary, but all instructors vary instruction methods within their courses and expect college-level participation including note-taking, critical listening, discussion skills, and adaptability to varied classroom arrangements and activities.

* Full Class Discussion (20%-30%)
* Group Work/Paired Discussion (0%-70%)
* Lecture (5%-50%)
* Individualized Conferencing (0%-20%)
* Peer Reviewing/Workshop Sessions (0%-15%)
* Use of External Resources (0%-20%)
	+ Computer Lab
	+ Library
* Video Viewing (0%-5%)

**VI. Assignments and Assessments:**

* The core assignments for Composition I are essays. Works Cited are required for most essays.
* All assignments are assessed using instructor-designed rubrics.

**VII. Sample Schedule:**

* Although schedules vary by instructor, most classes devote two to four weeks to an essay unit, often overlapping units with reflection, evaluation, or revision/correction of a previous unit’s product while starting development of the next unit. Assignments usually become increasingly difficult, more formal, and longer with the majority of the semester devoted to formal academic writing. The following represents a common course layout for a 16-week class:
	+ Rhetorical Context and/or Writing Process (1-2 weeks)
	+ Informal Writing (4-5 weeks)
	+ Formal Academic Writing and/or Research/Documented Essays(6-8 weeks)
	+ Reflective Writing (1-2 weeks or embedded throughout course)

**VIII. Class Policies and Expectations:**

College-wide policies and instructor policies emphasize student responsibilities and state the expectations of the course. Students lacking in Key Cognitive Skills fail to approach the course policies seriously.

* + Instructor Policies:
		- * Letter Grade to Numeric Grade Conversion Scale: A+ = 98-100; A = 95; A- = 92; B+ = 88; B = 85; B- = 82; C+ = 78; C = 75; C- = 72; D+ = 68; D = 65; D- = 62; F = 59 or below.
	+ Make-Up Work, Revisions, and Late Assignments: While the majority of instructors allow for late work, there are varied penalties and limitations per instructor.
	+ Academic Integrity and Plagiarism: Plagiarism of any assignment will result in an “F” for the assignment or course as per instructor policy.

**IX. Student Resources:**

Few instructors devote class time to student success elements and most instructors assume college-level responsibility and effort on the student’s part, and reinforce this assumption with their policies. Students with under-developed Cross-Disciplinary Standards, both the key cognitive skills and foundational skills, must avail themselves of college programs and resources. These include: tutoring, academic feedback, academic recovery, academic intervention.

* Students with Special Needs: Students who qualify for specific accommodations under the Americans with Disabilities Act (ADA) should notify the instructor the first week of class. It is the student’s responsibility to provide the necessary documentation to the Special Populations Coordinator.
* Technical Support: For technical difficulties with either email or Blackboard, students are encouraged to contact the institution’s technical support division.

**X. Instructor Information:**

* Faculty Qualification Requirements: Master’s degree (preferably in English or Rhetoric) with eighteen (18) graduate hours in the required subject field.