



## *HLC Accreditation Evidence*

Title: Syllabus English 1209 English Composition with Review

Office of Origin: Vice President of Instruction

**BARTON COMMUNITY COLLEGE  
COURSE SYLLABUS**

**I. GENERAL COURSE INFORMATION**

Course Number: ENGL 1209  
Course Title: English Composition I with Review  
Credit Hours: 5  
Prerequisites: ENGL 1190 Basic English with a grade of C or better or appropriate assessment score and READ 1109 Intermediate Reading with a grade of C or better or appropriate assessment score  
Division/Discipline: Academics Division/English  
Course Description: An approach to purposeful writing stressing self-expression through written communication by logical presentation of ideas with emphasis on content, organization, and mechanics, while focusing on improving personal language and writing skills such as grammar, punctuation, and usage.

**II. INSTRUCTOR INFORMATION**

**III. COLLEGE POLICIES**

Students and faculty of Barton Community College constitute a special community engaged in the process of education. The College assumes that its students and faculty will demonstrate a code of personal honor that is based upon courtesy, integrity, common sense, and respect for others both within and outside the classroom.

Plagiarism on any academic endeavors at Barton Community College will not be tolerated. The student is responsible for learning the rules of, and avoiding instances of, intentional or unintentional plagiarism. Information about academic integrity is located in the Student Handbook.

The College reserves the right to suspend a student for conduct that is determined to be detrimental to the College educational endeavors as outlined in the College Catalog, Student Handbook, and College Policy & Procedure Manual. (Most up-to-date documents are available on the College webpage.)

Any student seeking an accommodation under the provisions of the Americans with Disability Act (ADA) is to notify Student Support Services via email at [disabilityservices@bartonccc.edu](mailto:disabilityservices@bartonccc.edu).

#### **IV. COURSE AS VIEWED IN THE TOTAL CURRICULUM**

English Composition I is an approved general education course at Barton Community College, which can be used to fulfill degree requirements as a fundamental course acceptable as general education credit towards any degree (A.A., A.S., A.G.S., or A.A.S degree).

This course transfers well and may be used to help fulfill credit and course requirements for general education at most if not all Kansas Regents' institutions. General education requirements vary among institutions, and perhaps even among departments, colleges or programs within an institution. Also, these requirements may change from time to time and without notification. The students shall assume the responsibility to obtain relevant information from intended transfer institutions during their tenure at Barton Community College to ensure that they enroll in the most appropriate set of courses for the transfer program. Most will *not* accept this course unless the student earns a *C* or better.

Transfer equivalencies are located online at this website:

<http://www.bartonccc.edu/careers/programsclasses/transfer/transferwebsites.html>

The learning outcomes and competencies detailed in this course syllabus meet or exceed those specified for this course by the Kansas Core Outcomes Groups project, and as approved by the Kansas Board of Regents – [http://kansasregents.org/transfer\\_articulation](http://kansasregents.org/transfer_articulation).

#### **V. ASSESSMENT OF STUDENT LEARNING**

Barton Community College is committed to the assessment of student learning and to quality education. Assessment activities provide a means to develop an understanding of how students learn, what they know, and what they can do with their knowledge. Results from these various activities guide Barton, as a learning college, in finding ways to improve student learning.

Course Outcomes, Competencies, and Supplemental Competencies:

- A. Use a variety of planning strategies.
  - 1. Employ planning strategies that are effective for a variety of writing tasks, including, but not limited to journaling, listing, freewriting, brainstorming, clustering, reporter's questioning.
  
- B. Employ effective narrowing strategies to draft an effective thesis.
  - 1. Organize an essay using outlining strategies.
  - 2. Write an opinionated, focused thesis statement and topic sentences for a specific audience and purpose.
  - 3. Compose a thesis that will address a specific audience.
  - 4. Adequately test a hypothesis to determine whether it is specific and well-focused.
  
- C. Effectively and logically organize body/topical paragraphs.

1. Demonstrate mastery of a variety of organizational methods appropriate to the writing task, such as comparison/contrast, cause/effect, definition, problem/solution, classification, and process analysis.
  2. Compose opinionated topic sentences that not only support the thesis but also direct the content of the paragraph
  3. Incorporate both general and specific supporting evidence.
  4. Judge whether topical paragraphs display unity, completeness, order and coherence.
- D. Write introductions and conclusions appropriate to the subject, audience and purpose of the essay.
1. Compose introductions that address a specific audience and introduce the topic appropriately.
  2. Compose conclusions that effectively lend closure to the many ideas expressed within the essay's development.
- E. Recognize the importance of coherence to the audience and incorporate effective and appropriate coherence devices to meet this need.
1. Correctly use appropriate and effective transitional devices.
  2. Correctly incorporate pronouns and key words as coherence devices.
  3. Demonstrate proficiency in using parallel structure.
- F. Compose essays that meet the standards of academic writing.
1. Choose diction that is specific as well as vivid and appropriate for college level academic writing.
  2. Compose sentences that clearly express the author's ideas.
  3. Demonstrate the ability to judge writing situations when non-standard English grammar is appropriate and when it is not.
  4. Write using standard English grammar.
  5. Produce documents which conform to recognized (standard) guidelines such as those of the Modern Language Association (MLA), the American Psychological Association (APA), or the Associated Press (AP).
  6. Avoid plagiarism by crediting any outside sources incorporated into a document using attributive tags and/or in-text references as well as works cited/ bibliographical listings.
- G. Revise effectively.
1. Evaluate the effectiveness of the relationship between the thesis and the essay to determine
    - a. whether the essay develops the idea expressed in the thesis and
    - b. whether the thesis accurately conveys the ideas developed in the essay.
  2. Evaluate the effectiveness of the relationship between each topic sentence and its paragraph to determine
    - a. whether the paragraph develops the idea expressed in the topic sentence and
    - b. whether the topic sentence accurately conveys the ideas developed in the paragraph.

3. Revise paragraphs for logical presentation and complete development of ideas.
4. Revise sentences for clarity, emphasis, economy and variety.
5. Write in third person, when appropriate, following the rules for correct pronoun/antecedent agreement.
6. Employ strategies that promote the use of active voice.
7. Use conjunctions correctly, observing the conventions of parallel structure and correct punctuation.
8. Demonstrate proficiency in proofreading and editing.

**VI. INSTRUCTOR'S EXPECTATIONS OF STUDENTS IN CLASS**

**VII. TEXTBOOKS AND OTHER REQUIRED MATERIALS**

**VIII. REFERENCES**

**IX. METHODS OF INSTRUCTION AND EVALUATION**

**X. ATTENDANCE REQUIREMENTS**

**XI. COURSE OUTLINE**