



DELAWARE TECHNICAL & COMMUNITY COLLEGE

COURSE SYLLABUS

Campus:	Terry	
Department:	English/Reading/ESL/SPA	
Course Number and Title:	ENG 121 Composition	
Instructor Name:	Telephone:	E-Mail:
Pre-requisites:	RDG 051, Pretech Reading and ENG 051, Pretech Writing, <u>OR</u> required scores on the college placement tests.	
Co-requisites:	None	
Course Hours and Credits:	3:0:3	
Course Description:	A college-level course designed to improve skills through practice in writing paragraphs, essays, information-based documents, and reports. Additional resources are available for skill enhancement.	
Text:	Fowler, H.R., & Aaron, J.E., & Okoomian, J. (2007). <i>The Little, Brown handbook</i> (10 th ed.). New York: Pearson Education.	
Materials:	A college-level dictionary, formatted disk	
Method of Instruction:	Classroom, Online, Telecourse	
Manuals:	None	
Disclaimer:	Students must be able to access a computer to word-process documents, to retrieve informational resources from the Internet, and to use computer-aided instruction software (Telecourse – e-mail discussion is mandatory)	

Students must have continuous access to a pc compatible computer for word-processing assignments, to access lessons and prescriptive software, to retrieve informational sources from the Internet and/or library databases, and to send and receive e-mail (Online Instruction).

Students must be able to access a computer to word-process documents, to retrieve informational resources from the library and/or Internet, and to access computer-aided instruction software both during and after class (Telecourse Instruction).

Core Course Performance Objectives

The student will be able to:

1. Compose effective essays and reports for diverse audience. (CCC 1, 2, 6)
2. Revise documents for correctness, clarity, completeness, and conciseness. (CCC 1, 2, 3, 6)
3. Compose information based documents using appropriate research strategies. (CCC 1, 2, 5, 6)
4. Use appropriate strategies necessary to deliver effective oral presentations. (CCC 1, 2, 3, 4, 6)

Measurable Performance Objectives

The Composition student will be evaluated on the following measurable performance objectives:

1. Compose effective essays and reports for diverse audiences. (CCC 1, 2, 6)
Using your texts and the Writing lab resources, demonstrate your knowledge of writing for diverse audiences and of standard written English as you follow the steps of the writing process (pre-writing, drafting, revising, editing, proofreading) for each writing assignment.
 - 1.1 Write an informative essay of at least 500 words that will be used to help diagnose your strengths and weaknesses in writing.
 - 1.2 Write an informative essay of at least 500 words in class in no longer than three class hours.
 - 1.3 Explain the steps of the writing process.
 - 1.4 Explain the requirements of writing for a diverse audience.
 - 1.5 Plan, prepare, and organize informative, 500-700 word essays on a variety of appropriate and/or technology-related topics both in and out of class.
2. Revise documents for correctness, clarity, completeness, and conciseness. (CCC 1,

2, 3, 6)

2.1 Apply the rules and principles of standard written English.

2.2 Apply the rules of mechanics, usage, and punctuation to written documents.

2.3 Use appropriate style, voice, tone and diction to help readers understand a written document.

2.4 Edit assignments for unity, development, and coherence.

3. Compose information-based documents using appropriate research strategies. (CCC 1, 2, 5)

3.1 Demonstrate and apply information literacy skills to access and evaluate a variety of information resources.

3.2 Organize, evaluate, analyze, and interpret print, web-based, and electronic data.

3.3 Follow the American Psychological Association (APA) documentation style for research strategies and reporting in all stages of research.

4. Use appropriate strategies necessary to deliver effective oral presentations. (CCC 1, 2, 3, 4, 6, 8)

4.1 Plan and prepare an oral presentation of your research findings.

4.2 Use appropriate technology tools for visual aids.

4.3 Speak clearly and effectively to a group of peers within a designated time limit.

4.4 Adapt research findings to an audience.

Evaluation Criteria:

ENG 121 is divided into two (2) learning packages to assist you in becoming proficient with essays and research – based documents. You may obtain these packages from your instructor.

1. The assignments are as follows:

Assignment 1 – Essay Writing (A, C, D) and Grammar Test (B)	350 pts
Assignment 2 – Research Report Writing & Quizzes (A1, 2, 3; B)	<u>650 pts</u>
	1000 pts

2. All assignments are evaluated according to appropriate standard evaluation forms which

are available from the Academic Center or your instructor.

Essay Evaluation

Research Techniques Evaluation:

 Research Questions/Annotated Bibliography Evaluation

 Note Card Evaluation

 Research Report Thesis & Outline Evaluation

Research Report Evaluation

3. APA format is used for all assignments requiring documentation.
4. All assignments will be penalized three points for each class hour of lateness up to nine points. The research report (Package 2B) cannot be submitted late.
5. Packages 1A and 1C may be rewritten once if the first effort was turned in on time, but did not result in a 75%. Package 2A assignments must be re-written until they receive a passing grade. With the exception of 1A, re-writes will receive a 75% as the highest possible grade. If the grade on a rewritten assignment is less than 75%, the higher of the grades will be recorded. All rewrites must be completed before beginning the next assignment. Assignments 1D and 2B may not be rewritten.
6. Your letter grade for the course will be determined by the range in which your total number of points falls:

920-1000	=	A
830-919	=	B
750-829	=	C
0 - 749	=	R

Students are responsible for reading the Student Handbook for further information regarding grading policies, student policies, academic dishonesty policy, and student support services available.