Course Description

English Composition I is an introduction to the basic concepts and requirements of college-level writing. This course provides students with the opportunity to implement effective communication skills via the written word.

Course Material(s)

No physical textbook is required; resources are integrated within the course.

Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Demonstrate proper use of Standard Written English and the conventions of APA documentation style.
2. Employ the concepts of audience and perspective when approaching others in the writing situation.
3. Construct different genres of writing.
4. Effectively incorporate relevant academic sources containing both qualitative and quantitative data.
5. Demonstrate critical reading skills that translate to improvement in writing practices, such as the crafting of effective sentences and paragraphs.
6. Utilize pre-writing and planning strategies for the writing process.
7. Assert argumentative thesis statements that are supported by structured essays that have an introduction, body, and conclusion.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. **Study Guide**: Each unit contains a Study Guide that provides students with the learning outcomes, unit lesson, required reading assignments, and supplemental resources.
2. **Learning Outcomes**: Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
3. **Unit Lesson**: Each unit contains a Unit Lesson composed of interactive Adobe Captivate lessons, which discuss lesson material. Transcripts for each of the lessons are also available in each unit. Be sure to open the study guide documents in each unit of this course as all of the course content is found in the study guides. There is no textbook.
4. **Learning Activities (Non-Graded)**: These non-graded Learning Activities are provided to aid students in their course of study.
5. **Journals**: Students are required to submit for grading Journals in Units I–VIII. Grading rubrics are included with each Journal. Specific information about accessing these rubrics is provided below.
6. **Unit Assignments**: Students are required to submit for grading Unit Assignments in Units III–VIII. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with each assignment. Specific information about accessing these rubrics is provided below.
7. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.

8. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

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**CSU Online Library**

The CSU Online Library is available to support your courses and programs. The online library includes databases, journals, e-books, and research guides. These resources are always accessible and can be reached through the library webpage. To access the library, log into the myCSU Student Portal, and click on “CSU Online Library.” You can also access the CSU Online Library from the “My Library” button on the course menu for each course in Blackboard.

The CSU Online Library offers several reference services. E-mail (library@columbiasouthern.edu) and telephone (1.877.268.8046) assistance is available Monday – Thursday from 8 am to 5 pm and Friday from 8 am to 3 pm. The library’s chat reference service, *Ask a Librarian*, is available 24/7; look for the chat box on the online library page.

Librarians can help you develop your research plan or assist you in finding relevant, appropriate, and timely information. Reference requests can include customized keyword search strategies, links to articles, database help, and other services.

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**Unit Assignments**

**Unit III Essay**

**Comparative Essay Draft**

Write a 750-1000 word essay about a pair of items in which the similarities and differences of those items are compared and contrasted in the style described within Unit III. Please note that the Comparative Essay Final will be due in Unit IV of this course. However, you should complete the entire paper in this draft and do your best work as you will have more applicable feedback from which to make changes to your essay for the final draft.

**Purpose:** Throughout Unit III, we have discussed the conventions of the comparative essay. The purpose of this assignment is to measure your mastery of those conventions by putting your knowledge into practice. In a larger context, the purpose of writing a comparative essay is to gain the skills of detecting similarities and differences between at least two items and then using those similarities and differences to create knowledge about either one or both of the items. In this way, the comparative essay is a tool used for both observation and analysis.

**Process:** For the comparative essay, you will complete the following steps:

1. **Choose a pair of topics that complement one another:** See the suggested list of topics in the “Comparative Essay Topics Handout” below in the supplemental documents portion of these instructions.
2. **Create a list of similarities and differences:** See Unit III, Lesson 2, for more instruction about how to create a list.
3. **Create a thesis statement based on similarities, differences, or both similarities and differences:** See Unit III, Lesson 3, for more information about how to create a thesis statement.
4. **Choose whether to organize your essay by point or by subject:** For an essay organized by point, see Unit III, Lesson 4, and the “Comparative Essay Example: Essay Organized by Point” below. For an essay organized by subject, see Unit III, Lesson 5, and the “Comparative Essay Example: Essay Organized by Subject” below.
5. **Consult the “Comparative Essay: Final Self-Check List” below before submission.**

**Stylistic details:** All essays must meet the following requirements:

- 750-1000 words.
- Write in Times New Roman, 12 pt. font.
- Include one-inch margins on all sides.
- Use double spacing (top-to-bottom every page, to include above and below titles and centered words).
- Include an APA title page (for all essays) and reference list that includes all of the sources used in the essay.
- Include a header.
- Include page numbers (upper-right corner only).
• Adhere to APA convention and documentation style (See the CSU citation guide for assistance.).
• At least one source is required. All sources used must be cited.

The following documents will assist you in creating this assignment:

• Comparative Essay Topics Handout
• Comparative Essay Self-check List
• Comparative Essay Example: Essay Organized by Subject
• Comparative Essay Example: Essay Organized by Point

Information about accessing the grading rubric for this assignment is provided below.

Unit IV Essay

Comparative Essay Final

Write a 750-1000 word essay about a pair of items in which the similarities and differences of those items are compared and contrasted in the style described within Unit III. For this assignment, you will edit and revise your Unit III Comparative Essay Draft. This final essay will be your last opportunity to make adjustments to the essay.

Purpose: Throughout Unit III, we discussed the conventions of the comparative essay. The purpose of this assignment is to measure your mastery of the conventions of the comparative essay. For this assignment, you will practice the skill of careful revision and refinement of your work as sometimes re-envisioning your writing can be more difficult than writing the essay the first time. However, to make your writing the best that it can be, you must practice the skills of editing and revision.

Process: For the comparative essay, you will complete the following steps:

1. Read through your paper looking for structural concerns: See Unit IV, Lesson 5, for more details. Be sure that you are satisfied with your paper as a whole before you do any detailed editing.
2. Read through your paper looking for grammar and stylistics: See Unit IV, Lesson 5, for more details. You may need to read your essay aloud or have someone else look over the essay to find all of your mistakes and awkward phrasings.
3. Make an appointment with the CSU Success Center’s Writing Specialists (optional): Have one of these trained professionals read through your essay before submission.

Stylistic details: All essays must meet the following requirements:

• 750-1000 words.
• Write in Times New Roman, 12 pt. font.
• Include one-inch margins on all sides.
• Use double spacing (top-to-bottom every page, to include above and below titles and centered words).
• Include an APA title page (for all essays) and reference list that includes all of the sources used in the essay.
• Include a header.
• Include page numbers (upper-right corner only).
• Adhere to APA convention and documentation style (See the CSU citation guide for assistance.).
• At least one source is required. All sources used must be cited.

Information about accessing the grading rubric for this assignment is provided below.

Unit V Essay

Illustration Essay Draft

Write a 750-1000 word essay about a topic in which you argue for the existence of a particular phenomenon by stating a generalization about the topic. Then you will support that generalization (in the form of a thesis statement) by choosing to write a single-example illustration essay or a multiple-example illustration essay (see Unit V, Lesson 2). The essay should be written in the style and form described within Unit V.

Purpose: Throughout Unit V, we have discussed the conventions of the illustration essay. The purpose of this assignment is to measure your mastery of those conventions by putting your knowledge to practice. In a larger context, the purpose of
writing an illustration essay is to convey an idea to the reader by providing illustrations (examples) that will solidify the existence of a topic.

Process: For the illustration essay, you will complete the following steps:

1. Choose a topic: See the methods for developing a topic and the suggested list of topics in Unit V, Lesson 3.
2. Decide if you want to write a single-example or multiple-example essay: See Unit V, Lesson 2, for more instruction on the differences between single-example and multiple-example essays.
3. Collect illustrations: See Unit V, Lesson 1, for more information about different kinds of illustrations. See Unit V, Lesson 4, for more information about how to gather illustrations.
4. Craft your thesis statement: See Unit V, Lesson 5, for more information on how to write a thesis. Note that you want to craft your thesis according to whether you choose to write a single-example or a multiple-example essay.
5. Draft the essay: For each section of the essay, see the following: Unit V, Lesson 6, for the introduction; Unit V, Lesson 7, for the body paragraphs; and Unit V, Lesson 8, for the conclusion.

Stylistic details: All essays must meet the following requirements:

- 750-1,000 words.
- Write in Times New Roman, 12 pt. font.
- Include one-inch margins on all sides.
- Use double spacing (top-to-bottom every page, to include above and below titles and centered words).
- Include an APA title page (for all essays) and reference list that includes all of the sources used in the essay.
- Include a header.
- Include page numbers (upper-right corner only).
- Adhere to APA convention and documentation style (See the CSU citation guide for assistance.).
- At least one source is required. All sources used must be cited.

Information about accessing the grading rubric for this assignment is provided below.

**Unit VI Essay**

**Illustration Essay Final**

Revise your 750-1000 word essay about a topic in which you argue for the existence of a particular phenomenon by stating a generalization about the topic. The essay should be written in the style and form described within Unit V. For this assignment, you will edit and revise your Unit V Illustration Essay Draft. This final essay will be your last opportunity to make adjustments to the essay.

Purpose: Throughout Unit V, we discussed the conventions of the illustration essay. The purpose of this assignment is to measure your mastery of the conventions of the illustration essay. For this assignment, you will practice the skill of careful revision and refinement of your work as sometimes re-envisioning your writing can be more difficult than writing the essay the first time. However, to make your writing the best that it can be, you must practice the skills of editing and revision.

Process: For the illustration essay, you will complete the following steps:

1. Read through your paper, looking for structural concerns: See Unit IV, Lesson 5, for more details. Be sure that you are satisfied with your paper as a whole before you do any detailed editing.
2. Read through your paper looking for grammar and stylistics: See Unit IV, Lesson 5, for more details. You may need to read your essay aloud or have someone else look over the essay to find all of your mistakes and awkward phrasings.
3. Make an appointment with the CSU Success Center's Writing Specialists (optional): Have one of these trained professionals read through your essay before submission.

Stylistic details: All essays must meet the following requirements:

- 750-1,000 words.
- Write in Times New Roman, 12 pt. font.
- Include one-inch margins on all sides.
- Use double spacing (top-to-bottom every page, to include above and below titles and centered words).
- Include an APA title page (for all essays) and reference list that includes all of the sources used in the essay.
Information about accessing the grading rubric for this assignment is provided below.

**Unit VII Essay**

**Expository Essay Draft**

Write a 1000-1500-word essay about a topic of your choice in the style described within Unit VI and VII.

Purpose: Throughout Units VI and VII, we have discussed the conventions of the expository essay. The purpose of this assignment is to measure your mastery of those conventions by putting your knowledge to practice. As we discussed in Unit VI, Lesson 1, the expository essay is a general term for an essay that expounds upon or explains a topic. The objective of the essay is to convey information to the reader; most importantly, an expository essay is an exploration of a topic, and the tone is explanatory. After choosing your topic, you will need to choose the form that is most appropriate to fit the topic: cause and effect, problem and solution, or sequential. A thesis statement, which contains the paper’s argument, will be appropriate to the form you choose.

Process: For the expository essay, you will complete the following steps:

1. Choose a topic: See Unit VI, Lesson 2, for more information about choosing a topic.
2. Create a plan of action: See Unit VI, Lesson 3, for strategies for assessing what you already know and assessing what you need to know.
3. Research the topic: See Unit VI, Lesson 4, for instruction on research methods.
4. Choose the organization of your essay: Choose between cause and effect, problem and solution, or sequential organization types. See Unit VI, Lesson 1, for a list of the three organizational forms, and see Unit VII, Lesson 1, for a description of thesis statements written according to the organizational form of the essay.
5. Create a thesis statement: See Unit VII, Lesson 1, for a description of thesis statements written according to the organizational form of the essay.
6. Draft the essay: See Unit VII, Lesson 1, for keeping brainstorming in mind and Unit VII, Lesson 2, for more on the drafting process and description of each essay section.

Stylistic details: All essays must meet the following requirements:

- Include 1000-1500 words.
- Write in Times New Roman, 12 pt. font.
- Include one-inch margins on all sides.
- Use double spacing (top-to-bottom every page, to include above and below titles and centered words).
- Include an APA title page (for all essays) and reference list that includes all of the sources used in the essay.
- Include a header.
- Include page numbers (upper-right corner only).
- Adhere to APA convention and documentation style (See the CSU citation guide for assistance.).
- At least one source is required. All sources used must be cited.

Information about accessing the grading rubric for this assignment is provided below.

**Unit VIII Essay**

**Expository Essay Final**

Revise your 1000-1500-word expository essay about a topic of your choice in the style described within Units VI and VII.

Purpose: Throughout Units VI and VII, we have discussed the conventions of the expository essay. The purpose of this assignment is to measure your mastery of those conventions by putting your knowledge to practice. For this assignment, you will practice the skill of careful revision and refinement of your work as sometimes re-envisioning your writing can be more difficult than writing the essay the first time. However, to make your writing the best that it can be, you must practice the skills of editing and revision.
Process: For the expository essay, you will complete the following steps:

1. Revise and edit: See Unit VIII, Lesson 1, for techniques.
2. Read through your paper looking for structural concerns: See Unit IV, Lesson 5, for more on structural concerns. Be sure that you are satisfied with your paper as a whole before you do any detailed editing.
3. Read through your paper looking for grammar and stylistics: See Unit IV, Lesson 5, for more on grammar and stylistics. You may need to read your essay aloud or have someone else look over the essay to find all of your mistakes and awkward phrasings.
4. Make an appointment with the CSU Success Center's Writing Specialists (optional): Have one of these trained professionals read through your essay before submission.

Stylistic details: All essays must meet the following requirements:

- Include 1000-1500 words.
- Write in Times New Roman, 12 pt. font.
- Include one-inch margins on all sides.
- Use double spacing (top-to-bottom every page, to include above and below titles and centered words).
- Include an APA title page (for all essays) and reference list that includes all of the sources used in the essay.
- Include a header.
- Include page numbers (upper-right corner only).
- Adhere to APA convention and documentation style (See the CSU citation guide for assistance.).
- At least one source is required. All sources used must be cited.

Information about accessing the grading rubric for this assignment is provided below.

APA Guidelines

The application of the APA writing style shall be practical, functional, and appropriate to each academic level, with the primary purpose being the documentation (citation) of sources. CSU requires that students use APA style for certain papers and projects. Students should always carefully read and follow assignment directions and review the associated grading rubric when available. Students can find CSU’s Citation Guide in the myCSU Student Portal by clicking on the “Citation Resources” link in the “Learning Resources” area. This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

Grading Rubrics

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Assessment (Written Response) and (2) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting “Tools” and then “My Grades.”

Again, it is vitally important for you to become familiar with these rubrics because their application to your Assessments and Assignments is the method by which your instructor assigns all grades.
Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

Once you have completed Unit VIII, you MUST unsubscribe from the forum; otherwise, you will continue to receive e-mail updates from the forum. You will not be able to unsubscribe after your course end date.

Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.

Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

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Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

### Unit I
**An Introduction to Writing**
- **Review:**
  - Unit Study Guide
  - Learning Activities (Non-Graded): See Study Guide
- **View:**
  - Video Unit Lessons 1.1 - 1.8: See Study Guide
- **Submit:**
  - Journal
- Notes/Goals:

### Unit II
**Finding Your Writing Process**
- **Review:**
  - Unit Study Guide
  - Learning Activities (Non-Graded): See Study Guide
- **View:**
  - Video Unit Lessons 2.1 - 2.8: See Study Guide
- **Submit:**
  - Journal
- Notes/Goals:

### Unit III
**The Comparative Essay**
- **Review:**
  - Unit Study Guide
  - Learning Activities (Non-Graded): See Study Guide
- **View:**
  - Video Unit Lessons 3.1 - 3.7: See Study Guide
- **Submit:**
  - Journal
  - Essay
- Notes/Goals:

### Unit IV
**Skills for Success**
- **Review:**
  - Unit Study Guide
  - Learning Activities (Non-Graded): See Study Guide
- **View:**
  - Video Unit Lessons 4.1 - 4.6: See Study Guide
- **Submit:**
  - Journal
  - Essay
- Notes/Goals:
## Unit V: The Illustration Essay

**Review:**
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

**View:**
- Video Unit Lessons 5.1 - 5.9: See Study Guide

**Submit:**
- Journal
- Essay

### Notes/Goals:

## Unit VI: The Expository Essay, Part 1: Planning the Essay

**Review:**
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

**View:**
- Video Unit Lessons 6.1 - 6.4: See Study Guide

**Submit:**
- Journal
- Essay

### Notes/Goals:

## Unit VII: The Expository Essay, Part 2: Writing the Essay

**Review:**
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

**View:**
- Video Unit Lessons 7.1 - 7.4: See Study Guide

**Submit:**
- Journal
- Essay

### Notes/Goals:

## Unit VIII: The Expository Essay, Part 3: Revising and Editing the Essay

**Review:**
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

**View:**
- Video Unit Lessons 8.1 - 8.3: See Study Guide

**Submit:**
- Journal
- Essay

### Notes/Goals: