

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



MASTER SYLLABUS

ENGL 101 – COMPOSITION & THE SPOKEN WORD

CIP CODE: 230101

Prepared By: Kirk Jones

Updated By: Kirk Jones

**SCHOOL OF BUSINESS & LIBERAL ARTS
DEPARTMENT OF ENGLISH & HUMANITIES
MARCH 2020**

A. **TITLE:** COMPOSITION & THE SPOKEN WORD

B. **COURSE NUMBER:** ENGL 101

C. **CREDIT HOURS:**

3 Credit Hours

3 Lecture Hours: 3 per week

Course Length: 15 weeks

D. **WRITING INTENSIVE COURSE:** No

E. **GER CATEGORY:** GER 10

F. **SEMESTER(S) OFFERED:** Fall and Spring

H. **COURSE DESCRIPTION:**

In this course students learn to communicate effectively orally and in writing. Students develop critical thinking skills, rhetorical knowledge, basic research skills culminating in a research paper, knowledge of conventions, and communication ethics.

I. **PRE-REQUISITES/CO-REQUISITES:** None

J. **STUDENT LEARNING OUTCOMES:**

By the end of this course, the student will be able to:

<u>Course Student Learning Outcome [SLO]</u>	<u>PSLO</u>	<u>GER</u>	<u>ISLO</u>
a. Produce coherent texts within common college-level written forms.		GER 10	1 [W]
b. Demonstrate the ability to revise and improve college-level texts.		GER 10	1 [W]
c. Research a topic, develop an argument, and organize supporting details.		GER 10	1 [W]
d. Develop proficiency in oral discourse.		GER 10	1 [O]
e. Evaluate an oral presentation according to established criteria.		GER 10	1 [O]

KEY	Institutional Student Learning Outcomes [ISLO 1 – 5]
ISLO #	ISLO & Subsets
1	Communication Skills Oral [O], Written [W]
2	Critical Thinking <i>Critical Analysis [CA] , Inquiry & Analysis [IA] , Problem Solving [PS]</i>
3	Foundational Skills <i>Information Management [IM], Quantitative Lit./Reasoning [QTR]</i>
4	Social Responsibility <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i>
5	Industry, Professional, Discipline Specific Knowledge and Skills

J. **APPLIED LEARNING COMPONENT:** Yes _____ No X _____

K. **TEXTS:** These are examples; actual texts are chosen by the instructor

Griffin, C. (2011). *Invitation to Public Speaking* (5th Ed.). Boston: Cengage Learning.
Hacker, D. (2011). *A Pocket Style Manual* (6th Ed.). Boston: Bedford/St. Martin's.
Johnson-Sheehan, R. & Paine, C. (2010). *Writing Today*. Boston: Longman
Lunsford, A., Ruszkiewicz, J., & Walters, K. (2010). *Everything's an Argument with Readings* (5th Ed.). Boston: Bedford/St. Martin's.

L. **REFERENCES:** These are a sampling, not a comprehensive listing.

Writing Center at Southworth Library --
http://www.canton.edu/tutoring/writing_center.html
Academic Support Services -- http://www.canton.edu/academic_support_services/
Online writing lab at Purdue University --
<http://owl.english.purdue.edu/owl/resource/679/01/>
The Collins Wordbanks Corpus -- <http://www.collins.co.uk/Corpus/CorpusSearch.aspx>
Modern Language Association -- <http://www.mla.org/style>

M. **EQUIPMENT:** Technology enhanced classroom

N. **GRADING METHOD:** A-F

O. **MEASUREMENT CRITERIA/METHODS:**

- Papers
- Presentations
- Quizzes
- Participation

P. DETAILED COURSE OUTLINE: Attached

Q. LABORATORY OUTLINE: N/A

DETAILED COURSE OUTLINE

ENGL 101 – COMPOSITION & THE SPOKEN WORD

I. Critical Reading

- A. Identify main ideas, implied ideas, and supporting details
- B. Recognize author's purpose and tone
- C. Analyze, evaluate, and critique texts

II. Writing process

- A. Planning
- B. Drafting
- C. Revising
- D. Editing

III. Elements of Effective Writing

- A. Methods of Development
- B. Paragraphs
- C. Sentence Structure
- D. Diction
- E. Grammar and Mechanics
- F. Tone and Style

III. Writing Situations

- A. Audience
- B. Rhetorical Stance
- C. Research

IV. Oral Discourse

- A. Audience
- B. Rhetorical Stance
- C. Language
- D. Manner of Presentation
- E. Use of Visuals
- F. Groups/Class Presentation
- G. Evaluation of Oral Discourse