

**ITT Technical Institute**  
**EN1320**  
**Composition I**  
**Onsite and Online Course**  
  
**SYLLABUS**

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**Credit hours:** 4.5


**Contact/Instructional hours:** 56 (34 Theory Hours, 22 Lab Hours)

**Prerequisite(s) and/or Corequisite(s):**

Prerequisites: GS1145 Strategies for the Technical Professional or equivalent

**Course Description:**

This course examines phases of the writing process, with emphasis on the structure of writing and techniques for communicating clearly, precisely and persuasively.



## COURSE SUMMARY

### COURSE DESCRIPTION

This course examines phases of the writing process, with emphasis on the structure of writing and techniques for communicating clearly, precisely, and persuasively.

### MAJOR INSTRUCTIONAL AREAS

1. Writing Process
2. Rhetorical Strategies
3. Introduction to Research

### COURSE LEARNING OBJECTIVES

By the end of this course, you should be able to:

1. Write a composition demonstrating the writing process—from invention to revision.
2. Apply various writing strategies to produce original compositions.
3. Organize ideas in a composition.
4. Use the appropriate genre and rhetorical style based on the topic, purpose, and audience.
5. Apply the appropriate writing style to reflect the given genre in a composition.
6. Evaluate effectiveness of a composition.
7. Conduct, evaluate, and incorporate research into a composition.
8. Document research using a formal documentation system.
9. Apply peer review techniques to provide feedback on written work.

## COURSE OUTLINE

### MODULE 1: INITIATING THE WRITING PROCESS

#### COURSE LEARNING OBJECTIVES COVERED

- Write a composition demonstrating the writing process—from invention to revision.
- Organize ideas in a composition.
- Apply the appropriate writing style to reflect the given genre in a composition.

#### TOPICS COVERED

- Inventing Ideas and Prewriting
- Organizing and Drafting
- Choosing a Style

MODULE LEARNING ACTIVITIES	GRADE D	OUT-OF- CLASS TIME
<b>Reading:</b> Johnson-Sheehan and Paine, Chapters 1, 14, 15, and 16.	No	5 hr
<b>Lesson:</b> Study the lesson for this module.	No	1.5 hr
<b>Discussion:</b> Participate in the discussion titled “Relevance of Writing in Your Chosen Career.”	Yes	N/A
<b>Lab:</b> Complete the lab titled “Creating a Concept Map.”	Yes	2 hr
<b>Project:</b> Read and begin the project.	No	1 hr

Total Out-Of-Class Activities: 9.5 Hours

## MODULE 2: SHAPING IDEAS

## COURSE LEARNING OBJECTIVES COVERED

- Write a composition demonstrating the writing process—from invention to revision.
- Apply various writing strategies to produce original compositions.
- Organize ideas in a composition.
- Evaluate effectiveness of a composition.
- Apply peer review techniques to provide feedback on written work.

## TOPICS COVERED

- Revising and Editing
- Drafting Introductions and Conclusions
- Developing Paragraphs and Sections
- Working Collaboratively with Other Writers

MODULE LEARNING ACTIVITIES	GRADE D	OUT-OF- CLASS TIME
<b>Reading:</b> Johnson-Sheehan and Paine, Chapters 2, 18, 19, 20, 22, 23, and review Chapter 15.	No	9 hr
<b>Reading:</b> Harris and Kunka, Chapters 2 and 3.	No	2 hr
<b>Lesson:</b> Study the lesson for this module.	No	2 hr
<b>Discussion:</b> Participate in the discussion titled “Peer Review.”	Yes	N/A
<b>Lab 1:</b> Complete the lab titled “Creating an Outline.”	Yes	2 hr
<b>Lab 2:</b> Complete the lab titled “Analyzing an Advertisement.”	Yes	2 hr
<b>Essay:</b> Submit the essay titled “Drafting an Essay.”	Yes	2 hr
<b>Project:</b> Continue work on Project Part 1.	No	1.5 hr

Total Out-Of-Class Activities: 20.5 Hours

### MODULE 3: ANALYZING GENRES AND RHETORICAL PATTERNS

#### COURSE LEARNING OBJECTIVES COVERED

- Write a composition demonstrating the writing process—from invention to revision.
- Apply various writing strategies to produce original compositions.
- Organize ideas in a composition.
- Use the appropriate genre and rhetorical style based on the topic, purpose, and audience.
- Apply the appropriate writing style to reflect the given genre in a composition.
- Evaluate effectiveness of a composition.

#### TOPICS COVERED

- Writing and Genres
- Understanding Topic, Angles, and Purposes
- Analyzing Readers, Contexts, and Rhetorical Situations
- Performing Rhetorical Analyses
- Using Basic Rhetorical Patterns

MODULE LEARNING ACTIVITIES	GRADE D	OUT-OF- CLASS TIME
<b>Reading:</b> Johnson-Sheehan and Paine, Chapters 3, 8, 21, and review Chapters 1 and 2.	No	6.5 hr
<b>Reading:</b> Harris and Kunka, Chapter 1.	No	0.5 hr
<b>Lesson:</b> Study the lesson for this module.	No	2 hr
<b>Lab:</b> Complete the lab titled “Evaluating the Rhetorical Situation.”	Yes	2 hr
<b>Essay:</b> Submit the essay titled “Critical Analysis.”	Yes	3.5 hr
<b>Project:</b> Submit Project Part 1.	Yes	3.5 hr

Total Out-Of-Class Activities: 18 Hours

## MODULE 4: WRITING FOR DIFFERENT GENRES

### COURSE LEARNING OBJECTIVES COVERED

- Apply various writing strategies to produce original compositions.
- Organize ideas in a composition.
- Use the appropriate genre and rhetorical style based on the topic, purpose, and audience.
- Apply the appropriate writing style to reflect the given genre in a composition.

### TOPICS COVERED

- Writing Memoirs
- Writing Profiles
- Writing Reports
- Writing Research Papers

MODULE LEARNING ACTIVITIES	GRADE D	OUT-OF- CLASS TIME
<b>Reading:</b> Johnson-Sheehan and Paine, Chapters 4, 5, 12, and 13.	No	5 hr
<b>Reading:</b> Harris and Kunka, Chapters 66 and 67.	No	2 hr
<b>Lesson:</b> Study the lesson for this module.	No	2 hr
<b>Lab 1:</b> Complete the lab titled “Writing a Profile.”	Yes	2 hr
<b>Lab 2:</b> Complete the lab titled “Creating Annotated Bibliography.”	Yes	3 hr
<b>Essay:</b> Submit the essay titled “Writing a Memoir.”	Yes	3 hr
<b>Project:</b> Begin work on Project Part 2.	No	4 hr

Total Out-Of-Class Activities: 21 Hours

## MODULE 5: INCORPORATING RESEARCH INTO WRITING

### COURSE LEARNING OBJECTIVES COVERED

- Write a composition demonstrating the writing process—from invention to revision.
- Apply various writing strategies to produce original compositions.
- Organize ideas in a composition.
- Use the appropriate genre and rhetorical style based on the topic, purpose, and audience.
- Apply the appropriate writing style to reflect the given genre in a composition.
- Evaluate effectiveness of a composition.
- Conduct, evaluate, and incorporate research into a composition.
- Document research using a formal documentation system.
- Apply peer review techniques to provide feedback on written work.

### TOPICS COVERED

- Starting Research
- Finding Sources and Collecting Information
- Quoting, Paraphrasing, and Citing Sources
- Using MLA Style
- Using APA Style

MODULE LEARNING ACTIVITIES	GRADE D	OUT-OF- CLASS TIME
<b>Reading:</b> Johnson-Sheehan and Paine, Chapters 24–28.	No	6 hr
<b>Reading:</b> Harris and Kunka, Chapter 61.	No	2 hr
<b>Lesson:</b> Study the lesson for this module.	No	2 hr
<b>Discussion:</b> Participate in the discussion titled “Evaluating Sources.”	Yes	N/A
<b>Lab:</b> Complete the lab titled “Creating a Research Plan.”	Yes	2 hr
<b>Project:</b> Submit Project Part 2.	Yes	4 hr

Total Out-Of-Class Activities: 16 Hours

## MODULE 6: PRESENTING THE IDEA

### COURSE LEARNING OBJECTIVES COVERED

- Write a composition demonstrating the writing process—from invention to revision.
- Apply various writing strategies to produce original compositions.
- Organize ideas in a composition.
- Use the appropriate genre and rhetorical style based on the topic, purpose, and audience.
- Apply the appropriate writing style to reflect the given genre in a composition.
- Evaluate effectiveness of a composition.
- Conduct, evaluate, and incorporate research into a composition.
- Document research using a formal documentation system.
- Apply peer review techniques to provide feedback on written work.

### TOPICS COVERED

- Using the Internet to Create a Blog
- Succeeding on Essay Exams
- Presenting Your Work

MODULE LEARNING ACTIVITIES	GRADE D	OUT-OF- CLASS TIME
<b>Reading:</b> Johnson-Sheehan and Paine, Chapters 29–32.	No	4 hr
<b>Reading:</b> Harris and Kunka, Chapter 10.	No	0.5 hr
<b>Lesson:</b> Study the lesson for this module.	No	1.5 hr
<b>Essay 1:</b> Submit the essay titled “Your Life After Ten Years.”	Yes	2 hr
<b>Essay 2:</b> Submit the essay titled “Self-Reflection on My Writing.”	Yes	2.5 hr

Total Out-Of-Class Activities: 10.5 Hours



## EVALUATION AND GRADING

### EVALUATION CRITERIA

The graded assignments will be evaluated using the following weighted categories:

CATEGORY	WEIGHT
Discussion	15%
Essay	30%
Lab	30%
Project	25%
TOTAL	100%

### GRADE CONVERSION

The final grades will be calculated from the percentages earned in the course, as follows:

GRADE	PERCENTAGE
A (4.0)	90–100%
B+ (3.5)	85–89%
B (3.0)	80–84%
C+ (2.5)	75–79%
C (2.0)	70–74%
D+ (1.5)	65–69%
D (1.0)	60–64%

F	(0.0 )	<60%
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## LEARNING MATERIALS AND REFERENCES

### REQUIRED RESOURCES

#### COMPLETE TEXTBOOK PACKAGE

- Johnson-Sheehan, R., & Paine, C. (2013). *Writing today (Custom 2nd ed.)*. Boston, MA: Pearson.
- Harris, M. G., & Kunka, J. (2011). *Prentice Hall reference guide (8th ed.)*. Upper Saddle River, NJ: Prentice Hall.

### RECOMMENDED RESOURCES

- Books and Professional Journals
  - Lindemann, E. (1988). *The CCCC bibliography of composition and rhetoric*. Carbondale, IL: Southern Illinois University Press.
  - Strunk, W., & White, E. B. *Elements of style*. Boston, MA: Longman. (any edition)
- Professional Associations
  - Conference on College Composition and Communication (<http://www.ncte.org/cccc>)
  - NCTE–National Council of Teachers of English (<http://www.ncte.org/>)
- ITT Tech Virtual Library (accessed via Student Portal | <https://studentportal.itt-tech.edu>)
  - School of Study> General Education Information> Recommended Links> Grammar, Writing, and Style>
    - APA Formatting and Style Guide
    - APA Reference Style Guide

## INSTRUCTIONAL METHODS AND TEACHING STRATEGIES

The curriculum employs a variety of instructional methods that support the course objectives while fostering higher cognitive skills. These methods are designed to encourage and engage you in the learning process in order to maximize learning opportunities. The instructional methods include, but are not limited to, lectures, collaborative learning options, use of technology, and hands-on activities.

To implement the above-mentioned instructional methods, this course uses several teaching strategies, such as opinion-based discussions that enable you to analyze, criticize, and take a stand on different aspects of the writing process and rhetorical strategies. Your progress will be regularly assessed through a variety of assessment tools, including discussions, essays, labs, and a project.

## OUT-OF-CLASS WORK

For purposes of defining an academic credit hour for Title IV funding purposes, ITT Technical Institute considers a quarter credit hour to be the equivalent of: (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b) at least 20 clock hours of laboratory activities; or, (c) at least 30 clock hours of externship, practicum or clinical activities. ITT Technical Institute utilizes a “time-based option” for establishing out-of-class activities, which would equate to two hours of out-of-class activities for every one hour of classroom time. The procedure for determining credit hours for Title IV funding purposes is to divide the total number of classroom, laboratory, externship, practicum, and clinical hours by the conversion ratios specified above. A clock hour is 50 minutes.

A credit hour is an artificial measurement of the amount of learning that can occur in a program course based on a specified amount of time spent on class activities and student preparation during the program course. In conformity with commonly accepted practice in higher education, ITT Technical Institute has institutionally established and determined that credit hours awarded for coursework in this program course (including out-of-class assignments and learning activities described in the “Course Outline” section of this syllabus) are in accordance with the time-based option for awarding academic credit described in the immediately preceding paragraph.

**ACADEMIC INTEGRITY**

All students must comply with the policies that regulate all forms of academic dishonesty or academic misconduct. For more information on the academic honesty policies, refer to the Student Handbook and the School Catalog.

**INSTRUCTOR DETAILS**

Instructor Name	
Office Hours	
Contact Details	

*(End of Syllabus)*