

# ENG 101 Communication Arts I

## SYLLABUS

**COURSE TITLE:** ENG 101- Communication Arts 1  
(CDLS course: English Language and Composition)

**COURSE PREFIX:** ENG 101

**CREDIT HOURS:** 3

### PREREQUISITES:

Students entering Adams State University with an ACT English score less than 19 (less than 431 SAT verbal score) are required by the State of Colorado to take the ACCUPLACER Sentence Skills exam prior to their first day of classes. Students who do not score at the appropriate level on this examination or pass the Essay Placement Exam administered by the English department must successfully complete ENG 096 within their first 30 credit hours at ASU.

### COURSE MATERIALS:

#### Required Textbook:

Early Edition: *The Crucible* by Arthur Miller

Civil War Edition:

Choose one of the following:

- *Zen in the Art of Writing* by Ray Bradbury
- *On Writing Well* by William Zinsser

All other content materials for this course are included online in the course. Materials included videos, worksheets, quizzes/tests, and activities.

### CATALOG DESCRIPTION:

A course designed to provide students with the reading, writing and critical thinking skills necessary to produce effective college-level expository writing.

### CURRICULAR RELATIONSHIPS:

The Colorado Commission on Higher Education has approved **ENG 101** for inclusion in the Guaranteed Transfer (GT) Pathways program in the CO1 category. For transferring students, successful completion with a minimum C- grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to <http://higher.ed.colorado.gov/academics/transfers/gtpathways/curriculum.html>;  
Meets 3 credits of ASU general education requirements for Communications.

### STUDENT LEARNING OUTCOMES (OR COURSE OBJECTIVES):

**GT Pathways Competency Criteria & Relevant Adams Outcomes: WRITTEN COMMUNICATION**

# ENG 101 Communication Arts I

Student Learning Outcomes (SLOs) Students should be able to:

- **Employ Rhetorical Knowledge**
  - a. Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation.
- **Develop Content**
  - a. Create and develop ideas within the context of the situation and the assigned task(s).
- **Apply Genre and Disciplinary Conventions**
  - a. Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistic choices, in particular forms and/or fields.
- **Use Sources and Evidence**
  - a. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
  - b. Follow an appropriate documentation system.
- **Control Syntax and Mechanics**
  - a. Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task.

## COURSE REQUIREMENTS:

In order to receive a passing grade, the student must:

1. Engage in the online course content and activities a minimum of 8-10 hours per week throughout the semester (16-17 weeks each semester).
2. Actively participate in discussions and activities related to course objectives.
3. Complete all graded assignments – including course activities, module/lesson quizzes, discussions, unit post-tests/exams, and end-of-semester assessments.

Students will be expected to read the syllabus and understand all course requirements and expectations.

## Required Materials

The following texts will need to be secured from a bookseller or the library. All other course materials are provided within the course pages.

Summarizes all Modules with brief information is outlined below. Assignments are downloaded from the course and submitted to the instructor within the course. Quizzes, which are completed in each lesson, and units exams are listed in order below among assignments and discussions. The timing of all assignments and quizzes/exams is included in the Course Schedule section.

## Course Outline

### Semester 1

#### Module 1: Early Edition

Estimated Completion Time: 4 weeks

Topics Addressed: components of the course and the AP Language course, traits and resources necessary for successful completion of the course, MLA citation and documentation,

# ENG 101 Communication Arts I

plagiarism, critical reading, introduction to rhetorical strategies, rhetorical purpose, audience, historical context, expository writing, annotating, and close reading of a text, evidence to support assertions

Students examine rhetorical context as well as rhetorical strategies and develop essential reading and analysis skills through readings such as:

- Maria Stewart's "Why Sit Ye Here and Die?"
- Jane Goodall's "Jane Discusses the Horrors of Trophy Hunting"
- Benjamin Banneker's letter to Jefferson and Washington
- Arthur Miller's *The Crucible*

Learning Products: MLA formatted Works Cited, close readings of various texts and response writings, rhetorical analysis essay, dialectical journal examining purpose and effect, evaluation of student sample essays, and Discussion-Based Assessment

- Sample activity: Students research the historical context of Miller's *The Crucible*, and examining primary sources, explain how the context shaped the work and its various interpretations.

## Module 2: Revolutionary Edition

Topics Addressed: historical context, expository writing, types of argumentation, structure in argument, research review, support in argument, logical fallacies, analysis of argument, aphorisms, tone (diction, imagery, selection of detail), purpose and audience, and types of sentences

Students examine rhetorical context as well as rhetorical strategies in varied argument texts such as:

- Justin Knapp's "The Grant Shapps Affair Is a Testament to Wikipedia's Integrity and Transparency"
- Patrick Henry's "Liberty or Death" speech
- Thomas Jefferson's *Declaration of Independence*
- Joseph Lee's *Play in Education* excerpt
- John Downe's letter to his wife
- Jonathan Edwards's "Sinners in the Hands of an Angry God" excerpt
- Rachel Carson's *Silent Spring* excerpt

Learning Products: visual timeline, expository writing, argument analysis, research-based argument essay, quiz on logical fallacies, evaluation of student sample essays, quiz on aphorisms, analysis of argument essays, crafting compound and complex sentences

- Sample activity: Students research the historical context of their selected literary period or movement by examining primary and secondary sources. Then, they explain how the context shaped citizens, the country, life in general, and texts in particular. Students explain how they see the events shaping or reflecting American life, values, and ways of thinking, which are subsequently reflected in the texts of that time.

# ENG 101 Communication Arts I

## Module 3: Romantic Edition

Topics Addressed: vocabulary and multiple-choice strategies; figurative language as a rhetorical strategy; diction; denotation and connotation; creating an effective tone and voice for audience and purpose; argumentation: defend, challenge, or qualify; and syntax: types of sentences, pace, and crafting loose and periodic sentences.

Students examine diction, syntax, style, and purpose in readings such as:

- Ralph Waldo Emerson’s “Self-Reliance”
- Charles Dickens’s *Great Expectations* excerpt of Chapter 1
- Robert Louis Stevenson’s “Apology for Idlers”
- Lewis Thomas’s *The Medusa and the Snail* excerpt

Learning Products: personal reflection; language analysis; quiz on argumentation: defend, challenge, or qualify essay; evaluation of student sample essays; syntax analysis and application; argument essays; and Discussion-Based Assessment

## Module 4: Civil War Edition

Topics Addressed: vocabulary and multiple-choice strategies, elements of style, compare/contrast speeches, spirituals as protest songs, revision, and crafting periodic and balanced sentences

Students examine diction, syntax, style, and purpose in readings such as:

- Stephen Crane’s *The Red Badge of Courage* excerpt
- John James Audubon’s *Ornithological Biographies* excerpt
- Annie Dillard’s *The Pilgrim at Tinker Creek* excerpt
- Abraham Lincoln’s *Gettysburg Address*
- Frederick Douglass’s *Life and Times of Frederick Douglass* excerpt
- “Swing Low, Sweet Chariot”
- “Go Down, Moses”
- Florence Kelley’s speech to the National American Woman Suffrage Association
- Ray Bradbury’s *Zen in the Art of Writing* or William Zinsser’s *On Writing Well*

Learning Products: reflection on multiple-choice practice, style analysis, pastiche writing activity, compare/contrast expository essay, rhetorical analysis of spiritual and a modern-day protest song, Discussion-Based Assessment, evaluation and reflection on student’s selected essay from the semester, letter to the author

Semester 1 Exam: Comprehensive exam testing skills in reading, writing, and rhetorical devices presented throughout the four modules in semester one.

## Pacing Chart

Week	Lesson
1	01.00 Forecast 01.01 Course Expectations 01.02 AP Exam 01.03 Pace

# ENG 101 Communication Arts I

	01.04 Required Reading 01.05 Investigating the Language Exam 01.06 Using Exam Preparation Resources 01.07 Plagiarism 01.08 MLA Citation and Documentation
2	01.09 Introduction to Rhetorical Strategies 01.10 Critical Reading and Rhetorical Analysis
3	01.11 The Free Response 01.12 Close Reading and Context
4	01.13 Evaluating Student Responses 01.14 Discussion-Based Assessment 02.00 Forecast 02.01 Historical Context: Writers React
5	02.02 Introduction to Argument 02.03 Structure as Rhetorical Strategy
6	02.04 Supporting the Argument 02.05 Evaluating Arguments
7	02.06 Aphorisms 02.07 Tone and Argument 02.08 Practice AP Language Essay Prompt
8	02.09 Crafting Compound and Complex Sentences 02.10 Practice AP Language Essay Prompt 03.00 Forecast 03.01 Vocabulary and the Multiple-Choice Test
9	03.02 Figurative Language in Argument 03.03 The Power of Diction 03.04 Defend, Challenge, or Qualify
10	03.05 Exploring the Argument Essay 03.06 Analyzing Syntax 03.07 Practice Language Essay Prompt
11	03.08 Multiple-Choice Practice 03.09 Crafting Periodic and Loose Sentences 03.10 Denotation and Connotation 03.11 Discussion-Based Assessment
12	04.00 Forecast 04.01 Vocabulary and the Multiple-Choice Test 04.02 Reading about Writing 04.03 Elements of Style
13	04.04 Practice Language Essay Prompt 04.05 Speech Analysis 04.06 Multiple-Choice Practice
14	04.07 Spirituals and Protest Songs 04.08 Discussion-Based Assessment 04.09 Crafting Periodic and Balanced Sentences 04.10 Practice Language Essay Prompt
15	04.11 Reading and Synthesis 04.12 Nonfiction Book Journal
16	04.13 Semester One Exam
17	

## Student Evaluation

Besides engaging students in challenging curriculum, the course guides students to reflect on their learning and evaluate their progress through a variety of assessments. Assessments can be

# ENG 101 Communication Arts I

in the form of practice lessons, multiple-choice questions, writing assignments, projects, research papers, discussion-based assessments, and course discussions. This course will use the state-approved grading scale. Each course contains a mandatory final exam that will be weighted at 20% of the student's overall grade.

## Scoring Components

- The course requires students to write in several forms (e.g., narrative, expository, analytical, and argumentative essays) about a variety of subjects (e.g., public policies, popular culture, personal experiences).
- The course requires students to write essays that proceed through several stages or drafts with the revision incorporating, as appropriate, feedback from teachers and peers.
- The course requires students to write in informal contexts (e.g., imitation exercises, journal keeping, collaborative writing, and in-class responses) designed to help them become increasingly aware of themselves as writers and/or aware of the techniques employed by the writers they read.
- The course requires students to produce one or more expository writing assignments. Topics should be based on readings representing a wide variety of prose styles and genres and might include such topics as public policies, popular culture, and personal experiences.
- The course requires students to produce one or more analytical writing assignments. Topics should be based on readings representing a wide variety of prose styles and genres and might include such topics as public policies, popular culture, and personal experiences.
- The course requires students to produce one or more argumentative writing assignments. Topics should be based on readings representing a wide variety of prose styles and genres and might include such topics as public policies, popular culture, and personal experiences.
- The course requires students to produce one or more argumentative writing assignments. Topics should be based on readings representing a wide variety of prose styles and genres and might include such topics as public policies, popular culture, and personal experiences.
- The course requires nonfiction readings (e.g., essays, journalism, political writing, science writing, nature writing, autobiographies/biographies, diaries, history, and criticism) that are selected to give students opportunities to explain an author's use of rhetorical strategies or techniques. If fiction and poetry are also assigned, their main purpose should be to help students understand

# ENG 101 Communication Arts I

how various effects are achieved by writers' linguistic and rhetorical choices.

- The course requires students to analyze how visual images relate to written texts and/or how visual images serve as alternative forms of texts.
- The course requires students to demonstrate research skills and, in particular, the ability to evaluate, use, and cite primary and secondary sources.
- The course requires students to produce one or more projects such as the researched argument paper, which goes beyond the parameters of a traditional research paper by asking students to present an argument of their own that includes the synthesis of ideas from an array of sources.
- Students will cite sources using a recognized editorial style (e.g., Modern Language Association (MLA), The Chicago Manual of Style, American Psychological Association (APA), etc.).
- The teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work that help the students develop a wide-ranging vocabulary used appropriately.
- The teacher provides instruction and feedback on students' writing assignments both before and after the students revise their work that help the students develop a variety of sentence structures.
- The teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work that help the students develop logical organization, enhanced by specific techniques to increase coherence. Such techniques may include traditional rhetorical structures, graphic organizers, and work on repetition, transitions, and emphasis.
- The teacher provides instruction and feedback on students' writing assignments both before and after they revise their work that help the students develop a balance of generalization and specific, illustrative detail.
- The teacher provides instruction and feedback on students' writing assignments both before and after they revise their work that help the students establish an effective use of rhetoric including controlling tone and a voice appropriate to the writer's audience.

## GRADE DISTRIBUTION AND SCALE:

In alignment with ASU academic policies, no D may apply to a major or minor field.

## Grade Distribution (Weights):

# ENG 101 Communication Arts I

Discussions	15%
Assignments	20%
Quizzes	20%
End of Unit Tests	20%
End-of-Semester Exam	25%
Total	100%

## Grade Scale:

90 – 100%	A
80 – 89%	B
70 – 79%	C
60 – 69%	D
59% and below	F

## ADA STATEMENT:

Adams State University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Adams State University is committed to achieving equal educational opportunities, providing students with documented disabilities access to university programs. In order for a course to be equally accessible to all students, different accommodations or adjustments may need to be implemented. The Office of Disability Services (ODS) is located in Richardson Hall, Suite 3-100, by mail at 208 Edgemont Blvd., Suite 3-100, Alamosa, CO 81101, by email at [odsd@adams.edu](mailto:odsd@adams.edu), or by calling 719-587-7746. They are your primary resource on campus to discuss the qualifying disability, help you develop an accessibility plan, and achieve success in your courses. Please communicate with them as early as possible; this can be in person, via email, or by phone. The Disability Services Coordinator shall either provide you letters to give to your professors for accommodations or email these letters out to you and your professors.

## ACADEMIC INTEGRITY:

In accordance with Academic Policy 100-03-01, Adams State University, to preserve academic integrity, does not tolerate academic dishonesty (misconduct). Every student is required to practice and adhere to the principle of ACADEMIC INTEGRITY while undertaking studies at Adams State University. Students and faculty at Adams State University value academic honesty as a virtue essential to the academic process. Cheating, plagiarism, unauthorized possession or disposition of academic materials, or the falsification or fabrication of one's academic work will not be tolerated.

Any offense will result in a zero for the exam, lesson, or exercise in question and will result in failure of the course. Please refer to the ASU Extended Studies Academic Integrity website for more information including the student handbook: [Academic Integrity at Adams State University](#).

All written work is subject to plagiarism detection software review.



# **ENG 101 Communication Arts I**

## **STUDENT IDENTITY VERIFICATION:**

Adams State University utilizes a variety of methods to verify the identity of students enrolled in courses, including but not limited to: secure logins and pass codes, proctored exams, security questions, and other technologies and practices that are effective in verifying student identity. Some of these methods may incur an extra cost to students; associated costs will be outlined in the course syllabus, other University documents, and on the University website. Adams State University reserves the right to request additional government-issued documentation of identity from students for the purpose of ensuring that the person enrolled in the course is the person completing assignments, exams, and all other course requirements. Any student engaged in incidents of student identity fraud may face reprimand, disciplinary warning, a lowered or failing grade(s), and/or probation, or suspension from the course, academic program or University, or expulsion from the University.

## **COURSE SCHEDULE:**

Students will engage in the online course content and activities a minimum of Monday through Friday each week of the semester(s), which will run 17-18 weeks. The minimum time spent actively working online and on course assignments will be 1.5-2 hours per day.

In working with their school district, students will complete course content in structured time periods during the school day along with unstructured time periods decided by the student.