



University of  
New Haven

## *Composition I*

### SECTION I: Course Overview

**Course Code:** ENG101

**Subject Area(s):** English

**Prerequisites:** None

**Language of Instruction:** English

**Total Contact Hours:** 45

**Recommended Credits:** 3

### COURSE DESCRIPTION

This course is designed to introduce students to college-level writing and to prepare them for successful completion of Composition II or the next course in the writing sequence. A conscientious graduate of Composition I should be able to write non-fiction prose suitable in its expression and content to both its occasion and its audience. Students will have an opportunity to improve in all steps in the writing process: discovering ideas, gathering information, planning, and organizing, drafting, revising, and editing. Each essay written in the course should clearly communicate a central idea or thesis, contain sufficient detail to be lively and convincing, reflect the voice of the writer and use carefully edited standard written English. Composition I has an emphasis on instruction and practice of written composition and coherent essays. There is attention to organization, methods of developing ideas, and effectiveness of expression with use of secondary sources when appropriate.

### LEARNING OBJECTIVES

Upon successful completion of this course, you will be able to:

- Use appropriate methods for discovering and gathering materials to support the writing process.
- Develop an essay that presents an idea supported with sufficient detail to be convincing and interesting.
- Describe an appropriate audience for texts.
- Identify controlling ideas and literary techniques in texts.
- Evaluate the biases and reliability of sources.

### SECTION II: Instructor & Course Details

## INSTRUCTOR DETAILS

<b>Name:</b>	TBA
<b>Contact Information:</b>	TBA
<b>Term:</b>	SEMESTER

## ATTENDANCE POLICY

This class will meet twice weekly for 120 minutes each session. All students are expected to arrive on time and prepared for the day's class session. Class may meet for more sessions per week, to meet a total of 45 contact hours.

CEA enforces a mandatory attendance policy. You are therefore expected to attend all regularly scheduled class sessions, including any field trips, site visits, guest lectures, etc. that are assigned by the instructor. The table below shows the number of class sessions you may miss before receiving a grade penalty.

ALLOWED ABSENCES – SEMESTER		
Courses Meeting X day(s) Per Week	Allowed Absence(s)	Automatic Failing Grade at X <sup>th</sup> absence
Courses meeting 2 day(s) per week	2 Absence	8 <sup>th</sup> Absence

For every additional absence beyond the allowed number, your final course grade will drop down to the subsequent letter grade (ex: A+ to A). As a student, you should understand that the grade penalties will apply if you are marked absent due to tardiness or leaving class early. In the table below, you will find the grade penalty associated with each excessive absence up to and including automatic course failure.

ATTENDANCE DOCKING PENALTIES								
Absence	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
Penalty	No Penalty	No Penalty	0.5 Grade Docked	1 Grade Docked	1.5 Grades Docked	2 Grades Docked	2.5 Grades Docked	Automatic Failure
HIGHEST POSSIBLE GRADE AFTER ATTENDANCE PENALTIES								
Grade	A+	A+	A	A-	B+	B	B-	F

CEA does not distinguish between excused and unexcused absences. As such, no documentation is required for missing class. Similarly, excessive absences, and the grade penalty associated with each, will not be excused even if you are able to provide documentation that shows the absence was beyond your control. You should therefore only miss class when truly needed as illness or other unavoidable factors may force you to miss a class session later on in the term.

## GRADING & ASSESSMENT

*The instructor reserves the right to make changes or modifications to this syllabus as needed*

The instructor will assess your progress towards the above-listed learning objectives by using the forms of assessment below. Each of these assessments is weighted and will count towards your final grade. The following section (Assessment Overview) will provide further details for each.

<b>Class Participation</b>	<b>15%</b>
<b>Memoir</b>	<b>10%</b>
<b>Profile</b>	<b>10%</b>
<b>Summary/Response Essay</b>	<b>10%</b>
<b>Annotated Bibliography</b>	<b>10%</b>
<b>Synthesis Research Paper</b>	<b>20%</b>
<b>Peer Reviews</b>	<b>10%</b>
<b>Final Reflection</b>	<b>15%</b>

The instructor will calculate your course grades using the CEA Grading Scale shown below. As a CEA student, you should understand that credit transfer decisions—including earned grades for courses taken abroad—are ultimately made by your home institution.

CEA GRADING SCALE			
Letter Grade	Numerical Grade	Percentage Range	Quality Points
A+	9.70 – 10.0	97.0 – 100%	4.00
A	9.40 – 9.69	94.0 – 96.9%	4.00
A-	9.00 – 9.39	90.0 – 93.9%	3.70
B+	8.70 – 8.99	87.0 – 89.9%	3.30
B	8.40 – 8.69	84.0 – 86.9%	3.00
B-	8.00 – 8.39	80.0 – 83.9%	2.70
C+	7.70 – 7.99	77.0 – 79.9%	2.30
C	7.40 – 7.69	74.0 – 76.9%	2.00
C-	7.00 – 7.39	70.0 – 73.9%	1.70
D	6.00 – 6.99	60.0 – 69.9%	1.00
F	0.00 – 5.99	0.00 – 59.9%	0.00
W	Withdrawal	N/A	0.00
INC	Incomplete	N/A	0.00

## ASSESSMENT OVERVIEW

This section provides a brief description of each form of assessment listed above. Your course instructor will provide further details and instructions during class time.

**Class Participation (15%):** Student participation is mandatory for all courses taken at a CEA Study Center. The instructor will use the rubric below when determining your participation grade. All students should understand that attendance and punctuality are expected and will not count positively toward the participation grade.

CLASS PARTICIPATION GRADING RUBRIC	
Student Participation Level	Grade
You make major & original contributions that spark discussion, offering critical comments clearly based on readings, research, & theoretical course topics.	<b>A+</b> (10.0 – 9.70)
You make significant contributions that demonstrate insight as well as knowledge of required readings & independent research.	<b>A/A-</b> (9.69 – 9.00)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	<b>B+/B</b> (8.99 – 8.40)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	<b>B-/C+</b> (8.39 – 7.70)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	<b>C/C-</b> (7.69 – 7.00)
You very rarely make comments and resist engagement with the subject. You are not prepared for class and/or discussion of course readings.	<b>D</b> (6.99 – 6.00)
You make irrelevant and tangential comments disruptive to class discussion. You are consistently unprepared for class and/or discussion of the course readings.	<b>F</b> (5.99 – 0.00)

**Formal Papers:** This course will require 5 major assignments: a Memoir, a Profile Essay, a Summary/Response Essay, an Annotated Bibliography, and a Research Paper. Details about each follows below. Students are required to submit at least one rough draft for each paper, and in addition to these rough drafts, they will also use a method of peer review to support the final product for each essay. Details about each formal paper follows below:

- A. Memoir 10%:** This paper has an expressive aim. Students should seek some self-discovery as well as a connection with your audience. The goal is to capture an important moment and to convey something about its significance. Audience: Classmates and course instructor. Assignment: Outline and compose a paper of approximately 4-6 pages (double spaced in MLA), (1000 word minimum) using one of the following prompts:
- Recall a time when a person or event taught you something about yourself, something that perhaps you could not fully understand until now.
  - Write about a time when you were caught doing something you weren't supposed to and received a punishment. Explain what you were doing, why you were doing it, how you got caught, and how you felt during the punishment (and perhaps before and after it as well).
  - Think of a time when either you, a friend, or a family member dealt with a difficult period in life. Describe the situation, and the results as you either coped with or helped someone else cope with the situation.
  - Think of an event from your past that you remember as significant, or perhaps just interesting. Write about this event in a way that tells readers something about you.
- B. Profile (10%):** Highlight a subject (person/place/activity/organization) that offers hope to our society in a unique and interesting way. Audience: Classmates and course instructor; readers interested in learning about aspects of our community they are unaware of currently. Assignment:

*The instructor reserves the right to make changes or modifications to this syllabus as needed*

Compose interview questions, gather field notes and observations, and collect background information so that you may write a profile of 1000 words (4 pages minimum). Choose a subject that you believe offers “hope” (the belief that the future will be better than the present) in a unique or creative way to actualize their goals. The profile will include the following key features: an interesting subject, necessary background information, an interesting angle of vision, attention to detail and description, a balance of information, evidence of an interview subject and entertaining details. Format: This should not be submitted in Q/A format but should follow profiling key features. It should be typed, double spaced in MLA format. Students may use the first person, but it is not a personal narrative. Students will include a Works Cited page for their background information and interview.

- C. **Summary/Response Essay (10%)**: This paper is a twofold writing assignment: a summary and a response. Simply put, the summary is a condensed version of someone else’s work, and the response is the student’s opinion regarding the summarized work. This opinion should not simply be based on “feelings” but rather students’ own interpretation, prior knowledge, and analysis of the work you read. Audience: A diverse, general group of people. The paper should be one which could be read and understood by others besides your instructor and your classmates. Assignment: Write a summary (demonstrating understanding) and a response (demonstrating critical thinking) of approximately 2-4 pages. Format: Students may use first person “I” for their response portion of the essay if they wish. Clearly indicate separate headers for the summary and response portions of the essay. Include a properly documented in-text quote. A Works Cited page is optional for this assignment.
- D. **Annotated Bibliography (10%)**: The purpose of this assignment is to learn how to gather and evaluate sources for research as well as understand how to use the MLA citation method of documenting sources. Audience: Anyone interested in the subject. Assignment: Complete an annotated bibliography using sources that may be used for the Synthesis Research Paper. Use the Norton Field Guide to evaluate sources for credibility.
- E. **Synthesis Research Paper (20%)**: This is a research paper in which students will research information and present a focused topic. Students will learn to acquire, evaluate and synthesize at least five sources to support, explain, and discuss the research topic of their choosing. Students will outline and present a well-rounded perspective on the topic that is either informative or persuasive. Students should choose a topic that they genuinely would like to know more about and would be willing to explore. Audience: Adult readers with little prior knowledge of the chosen subject matter. Format: 5-7 pages, double-spaced, Times New Roman, 12 point font (1250-1750 words). Follow MLA format using direct quote, paraphrase and/or summary.

**Peer Review (15%)**: During the semester students will be asked to exchange essays with a classmate who will provide peer review/feedback on your draft with commentary for points. These peer reviews are intended to improve the focus, organization, support, clarity, correctness and effectiveness of students’ writing and will be used to support the final product for each of the above formal papers. More instructions will be provided in class.

**Final Reflection (15%)**: In lieu of a final exam, students will be asked to complete a series of reflection questions over their own work and writing process. These questions will be provided to students during the last week of the semester.

## **EXPERIENTIAL LEARNING ACTIVITIES (AICAP)**

*The instructor reserves the right to make changes or modifications to this syllabus as needed*

CEA courses are designed to include a variety of experiential learning activities that will take you out of the classroom and allow you to explore your local, host city. These activities may include field studies, guest lectures and/or activities offered through our Academically Integrated Cultural Activities Program (AICAP). The following experiential learning activities are recommended for this course:

- Guest lecture series
- Insider's Tour

## REQUIRED READINGS

Reading assignments for this course will come from the required text(s) and/or the selected reading(s) listed below. All required readings—whether assigned from the text or assigned as a selected reading—must be completed according to the due date assigned by the course instructor.

- I. **REQUIRED TEXT(S):** You may purchase or obtain the required text(s) prior to departure or upon program arrival. The required text(s) are listed below:

Bullock, Richard and Maureen Daly Goggin (2019) *The Norton Field Guide to Writing*, 5<sup>th</sup> Edition. New York: Norton Company. 768 pp.

## RECOMMENDED READINGS

The recommended reading(s) and/or text(s) for this course are below. These recommended readings are not mandatory, but they will assist you with research and understanding course content.

Lunsford, Andrea (2019) *Easy Writer: A Pocket Reference*, 7<sup>th</sup> Edition. Boston: Bedford/St. Martin's Press.

Supplies: Standard writing supplies, computer and/or computer access, and required textbook. A dictionary and thesaurus are also helpful.

MLA format reference: [www.owl.english.purdue.edu/owl/resource](http://www.owl.english.purdue.edu/owl/resource)

## ADDITIONAL RESOURCES

In order to ensure your success abroad, CEA has provided the academic resources listed below. In addition to these resources, each CEA Study Center provides students with a physical library and study areas for group work. The Academic Affairs Office at each CEA Study Center also compiles a bank of detailed information regarding libraries, documentation centers, research institutes, and archival materials located in the host city.

- **UNH Online Library:** As a CEA student, you will be given access to the online library of CEA's School of Record, the University of New Haven (UNH). You can use this online library to access databases and additional resources while performing research abroad. You may access the UNH online library [here](#) or through your MyCEA Account. You must comply with UNH Policies regarding library usage.
- **CEAClassroom – Moodle:** CEA instructors use Moodle, an interactive virtual learning environment. This web-based platform provides you with constant and direct access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources.

*The instructor reserves the right to make changes or modifications to this syllabus as needed*

Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the learning objectives listed in this syllabus.

During the first week of class, CEA academic staff and/or faculty will help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus, you should always check Moodle for the most up-to-date information regarding this course. The instructor will use Moodle to make announcements and updates to the course and/or syllabus. It is your responsibility to ensure that you have access to all Moodle materials and that you monitor Moodle on a daily basis in case there are any changes made to course assignments or scheduling. To access Moodle: Please log-in to your MyCEA account using your normal username and password. Click on the “While You’re Abroad Tab” and make sure you are under the “Academics” sub-menu. There you will see a link above your schedule that says “View Online Courses” select this link to be taken to your Moodle environment.

**COURSE CALENDAR**  
**Composition I**

SESSION	TOPICS	ACTIVITY	READINGS & ASSIGNMENTS
1	<p style="text-align: center;"><b>Course Introduction:</b> Review Syllabus, Classroom Policies</p> <p style="text-align: center;">What is the Writing Process?</p>	<p style="text-align: center;">Course Overview</p> <p style="text-align: center;"><b>In class activity:</b> Introductions Diagnostic Writing</p> <p style="text-align: center;"><b>Discussion:</b> What makes “good” writing?</p>	<p style="text-align: center;"><b>Reading:</b> Syllabus, Writing and Reading in Academic Contexts Norton Field Guide (NFG), pg. 3-32</p>
2	Writing a Memoir: Personal narrative and memoir writing	<p style="text-align: center;"><b>Discussion:</b></p> <p style="text-align: center;"><b>Inventing for Memoirs</b> Finding the Significance in Life Events</p>	<p style="text-align: center;"><b>Reading:</b> NFG 228-232</p> <p style="text-align: center;"><b>Assignments:</b> Inventing Assignment Outlining a Memoir</p>
3	Drafting Memoirs and The Importance of Peer Review	<p style="text-align: center;"><b>Group Discussion:</b> What works in memoir writing? Finding the significance in others’ work.</p>	<p style="text-align: center;"><b>Reading:</b> Us and Them by David Sedaris NFG 883 My Father Was a Writer by Andre Dubus III NFG 891, Who is Malala by Malala Yousafzai NFG 900</p> <p style="text-align: center;"><b>Assignments:</b> Rough Draft of Memoir Peer Review</p>
4	Summarizing and Responding to Academic Work	<p style="text-align: center;"><b>Group Discussion:</b> Thoughtfully responding vs. Reiterating Points</p> <p style="text-align: center;">What do we do if we don’t understand what we’ve read?</p>	<p style="text-align: center;"><b>Reading:</b> Summarizing and Responding NFG pg. 33, Developing Academic Habits of the Mind NFG pg. 45</p> <p style="text-align: center;"><b>Assignments:</b> <b>*Final Draft of Memoir Due</b></p>
5	Facts vs. Opinion, Reading Actively and Critically	<p style="text-align: center;"><b>Group Discussion:</b> Checking for Understanding in Academic Work</p>	<p style="text-align: center;"><b>Reading:</b> Martin and Nakayama, pp. 114-128 &amp; pp. 69-86</p> <p style="text-align: center;"><b>Assignments:</b></p>

*The instructor reserves the right to make changes or modifications to this syllabus as needed*



		<p>Fact vs. Opinion</p> <p>What do we think about what we read?</p>	<p>Rough Draft of Summary/Response</p> <p>Peer Review</p>
6	<p>Profiling A Subject: What do we see when we look from the outside?</p>	<p><b>Group Discussion:</b></p> <p>What is hope and how do we influence it?</p> <p>What do we know? What do we want to know? What might surprise us?</p>	<p><b>Reading:</b></p> <p>NFG 233-245 Writing a Profile</p> <p><b>Assignments:</b></p> <p><b>*Final Draft of Summary/Response</b></p>
7	<p>Creating a Profile Plan: Interviewing vs. Observing</p>	<p>Generating ideas, creating a schedule for observation, interview</p> <p>Discuss sample Profiles</p>	<p><b>Reading:</b></p> <p>Living Simply in a Dumpster NFG 915, Can a \$300 Cooler Unite America NFG 923</p> <p><b>Assignments:</b></p> <p>Interview Questions</p> <p>Field Notes and Observations</p> <p>Outlining Background information</p>
8	<p>Connecting Information and New Insights</p>	<p>Drafting a Profile</p>	<p><b>Reading:</b></p> <p>A Brief History of the Modern-day Straw, the World's Most Wasteful Commodity NFG 233</p> <p><b>Assignments:</b></p> <p>Rough Draft of Profile Due</p> <p>Peer Review</p>
9	<p>Researching: Looking for New Knowledge and Making Connections</p>	<p>Discussion:</p> <p>Brainstorming Topics</p> <p>What is Plagiarism?</p>	<p><b>Reading:</b></p> <p>Getting Started on Research NFG pg. 479</p> <p>Finding Sources NFG pg. 489</p> <p>Avoiding Plagiarism NFG 539</p> <p><b>Assignments:</b></p> <p><b>*Final Draft of Profile Due</b></p> <p>Select a research topic</p>

*The instructor reserves the right to make changes or modifications to this syllabus as needed*

10	What is an Annotated Bibliography? Combining Summary and Research Skills	MLA Review Evaluating Sources	<b>Reading:</b> Evaluating Sources NFG 511 MLA Documentation Review NFG 548 <b>Assignments:</b> You should locate five credible sources using your knowledge of evaluation and credibility to support your chosen research topic.
11	Critical Reading and Evaluating Use of Information	In class practice of summary and evaluation  Drafting Annotated Bibliographies	<b>Reading:</b> NFG Annotated Bibs and Lit Reviews pg. 190 <b>Assignments:</b> Rough Draft of Annotated Bibliography Peer Review
12	Quoting, Paraphrasing and Summarizing Research	Discuss how to embed other people's views into our own work  Practice Activities using Synthesis Research	<b>Reading:</b> Quoting, Paraphrase and Summary NFG 526 Finland's School Success: What Americans Keep Ignoring NFG 999 <b>Assignments:</b> <b>*Final Annotated Bibliography</b> Look for examples of quotation, paraphrase, and summary in example essay. Practice writing embedded quotes using your own research.
13	Synthesizing Ideas: Putting Research Together	<b>Discussion:</b> Using student research examples to better our own work	<b>Reading:</b> Student Essay: Researching Hunger and Poverty NFG 192, The Benefits of Prison Nursery Programs NFG 627 <b>Assignments:</b> Outline Synthesis Research Essay
14	Workshopping and Conferencing	Putting Research Together Individual Conferences, Troubleshooting	<b>Reading:</b> Assessing your own writing, Getting Response and Revising NFG 343-356 <b>Assignments:</b> Rough Draft of Synthesis Research Essay Peer Review

*The instructor reserves the right to make changes or modifications to this syllabus as needed*

15	<b>Final Reflections</b>	You will be provided with a final self-reflective series of essay questions to be completed in class.	<b>Reading:</b> NFG 256-263 Reflection in Writing <b>Assignments:</b> <b>*Final Draft of Synthesis Research Essay</b> <b>*Final Reflection</b>
----	--------------------------	---	--

## SECTION III: CEA Academic Policies

The policies listed in this section outline general expectations for CEA students. You should carefully review these policies to ensure success in your courses and during your time abroad. Furthermore, as a participant in the CEA program, you are expected to review and understand all CEA Student Policies, including the academic policies outlined on our website. CEA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. For the most up to date policies, please review the policies on our website.

Class & Instructor Policies can be found [here](#)

General Academic Policies can be found [here](#)