# 9/21/2021

# brcc keystone logo

Baton Rouge Community College

*Academic Affairs Master Syllabus*

Date Approved: 4 November 2021

Term and Year of Implementation: Spring 2022

**Course Title:** Co-requisite English Composition I

**BRCC Course Rubric:** ENGL 0093

**Previous Course Rubric**:

**Lecture Hours per week-Lab Hours per week-Credit Hours**: 3-0-3

**Per semester: Lecture Hours-Lab Hours-Instructional Contact Hours**: 45-0-45

**Louisiana Common Course Number:**

**CIP Code:** 32.0108

**Course Description:** Provides supplemental instruction to the material taught in ENGL 1013, English Composition I, which introduces students to the critical thinking, reading, writing and rhetorical skills required to be successful at the college/university level and beyond, including citation and documentation, writing as a process, audience awareness, and writing effective essays. This course provides students with intensive supplemental instruction intended to reinforce their English composition skills while also furthering their awareness of campus resources and study skill techniques. Students will receive a final grade of "S" (satisfactory) or "U" (unsatisfactory) for this course.

**Prerequisites:** Appropriate placement test score OR ENGL 0091, CORW 0083, or equivalent, with a grade of C or better

**Co-requisites:** ENGL 1013

**Suggested Enrollment Cap:** 15

**Learning Outcomes.** *Upon successful completion of this course, the students will be able to:*

1. Recognize basic rhetorical concepts (purpose, audience, genre, medium, occasion).

2. Demonstrate critical thinking skills while reading and responding to a variety of texts.

3. Use standard diction, grammar, and mechanics of American English.

**Assessment Measures.** Assessment of all learning outcomes will be measured using the following methods:

1. Minor in-class writing assignments that respond to texts in a variety of genres are assessed formally and informally

2. Instructor-designed quizzes and tests

**Information to be included on the Instructor’s Course Syllabi:**

* ***Disability Statement*:** Baton Rouge Community College seeks to meet the needs of its students in many ways. See the Office of Disability Services to receive suggestions for disability statements that should be included in each syllabus.
* ***Grading:*** The College grading policy should be included in the course syllabus. Any special practices should also go here. This should include the instructor’s and/or the department’s policy for make-up work. For example in a speech course, “Speeches not given on due date will receive no grade higher than a sixty” or “Make-up work will not be accepted after the last day of class”.
* ***Attendance Policy*:** Include the overall attendance policy of the college. Instructors may want to add additional information in individual syllabi to meet the needs of their courses.
* ***General Policies*:** Instructors’ policy on the use of things such as beepers and cell phones and/or hand held programmable calculators should be covered in this section.
* ***Cheating and Plagiarism*:** This must be included in all syllabi and should include the penalties for incidents in a given class. Students should have a clear idea of what constitutes cheating in a given course.
* ***Safety Concerns:*** In some courses, this may be a major issue. For example, “No student will be allowed in the lab without safety glasses”. General statements such as, “Items that may be harmful to one’s self or others should not be brought to class”.
* ***Library/ Learning Resources:*** Since the development of the total person is part of our mission, assignments in the library and/or the Learning Resources Center should be included to assist students in enhancing skills and in using resources. Students should be encouraged to use the library for reading enjoyment as part of lifelong learning.

**Expanded Course Outline:**

The following topics are to be covered in the order deemed appropriate by the instructor:

I. Writing Process

a. Strategies to create, shape, and revise an essay

b. Determining the purpose and genre requirements of a writing task

c. Addressing a specific audience by adapting content, style and tone

II. Basic Essay Structure

a. Thesis statement

b. Writing paragraphs with a clearly stated or implied topic that supports and develops the thesis statement

c. Writing introductions that grab the reader's attention and signal the purpose of the text

d. Developing ideas with specific examples, details, illustrations, and evidence drawn from sources

e. Writing a conclusion that reinforces the major idea of the essay without merely summarizing

III. Responding to Sources

a. Analyzing the purpose, audience, and genre of a source

b. Summarizing, paraphrasing, and quoting

c. Integrating ideas with the ideas of others

d. Synthesizing sources

e. Modern Language Association (MLA) guidelines for documentation

IV. Grammar, Mechanics and Style

a. Writing varied, coherent sentences using subordination, coordination, parallelism, and balance

b. Writing in standard edited English, free from major lapses in usage, mechanics, and spelling