PREREQUISITE
Students assigned to English 131 if have passed English 112, attained an acceptable placement score on the placement examination, or demonstrated to the instructor and the English Area Chair college-level composition skills in a diagnostic essay and standardized English test.

COURSE DESCRIPTION
COLLEGE ENGLISH I is the first of two sequential courses in college-level writing and covers various rhetorical strategies while teaching principles for non-fiction prose, from pre-writing and organizing through revising and editing. Students are required to read, discuss, and analyze essays, autobiographies, and/or biographical texts. Students are required to write in-class timed essays and formal, typed essays that employ different rhetorical modes. Students should be prepared to write extensively and visit the Writing Center for remediation in basic grammar skills when appropriate.

TEXTBOOKS


Please be advised your instructor may assign other required texts for your individual course.

OTHER REQUIRED MATERIALS
☐ CD or flash memory stick
☐ College-level dictionary
☐ Blue or black ink pens
☐ College-ruled notebook paper

MAIN COURSE GOAL:
EN 131 is designed to strengthen students' writing so that they are prepared to write clearly and effectively in their general education courses, upper-level major courses, and professional
endeavors. Students will engage in activities that require use of different styles and rhetorical modes as well as use of technology.

IMPACT ON B-CU MISSION AND INSTITUTIONAL STUDENT LEARNING OUTCOMES (ISLOs)

Through the attainment of the Course Student Learning Objectives (CSLOs), students will acquire knowledge, skills and competencies outlined in the Institutional Student Learning Outcomes (ISLOs), School Student Learning Outcomes, (SSLOs) and Program Student Learning Outcomes (PSLOs). The Course Student Learning Objectives fully support the University Mission and Core Values as stated in the Strategic Plan, as well as the School Goals.

The Institutional Student Learning Outcomes (ISLOs) include the following:

1. Complex cognitive skills
2. Practical knowledge and competency
3. Appreciation of human differences and commonalities
4. Integrated sense of identity and civic responsibility

FRESHMAN COLLEGE SCHOOL STUDENT LEARNING OUTCOMES (SSLOs) ADDRESSED IN THIS COURSE

1. Upon completing Freshman College courses, freshmen will recognize and describe the contributions of people of African descent in a diverse global society through readings, class discussions, and oral presentations at an acceptable level.

2. Upon completing the Freshman College courses, freshmen will identify and analyze problems/issues in order to generate solutions to individual, community and global problems/issues by participating in service projects, written assignments, and oral presentations at an acceptable level.

3. Upon completing Freshman College courses, freshmen will communicate, orally and in writing, a personal statement using Standard English.

4. Upon completing Freshman College courses, freshmen will construct an informed opinion with supporting evidence in formal writing assignments and oral projects by evaluating and synthesizing concepts presented in written material from a variety of disciplines.

5. Upon completing Freshman College courses, freshmen will analyze sources related to current socio-cultural issues in order to construct and support a thesis in a well documented research paper using MLA or APA styles at an acceptable level.

6. Upon completing Freshman College courses, freshmen will demonstrate facility in using email, Internet, Microsoft Office applications and web-based programs, such as Blackboard, LiveText, Turnitin, and discipline specific software in order to complete projects and assignments at an acceptable level.

ENGLISH AREA PROGRAM STUDENT LEARNING OUTCOMES (PSLOs) ADDRESSED IN THIS COURSE
1. Upon completing the Freshman College English courses, freshmen will evaluate critical facts and concepts in discipline-related written material to support problem solving and decision making essays and in a documented research paper to an acceptable level.

2. Upon completing Freshman College English courses, students will communicate, orally and in writing, a personal statement using Standard English at an acceptable level.

3. Upon completing the Freshman College English courses, students will analyze, evaluate, and synthesize readings by writing journal entries and giving oral presentations that demonstrate these critical thinking processes at an acceptable level.

4. **Upon completing Freshman College English courses, students will be able to compose an essay within 60 minutes that will score a four or higher on the CLAST rubric.**

5. Upon completing Freshman College English courses, students will be able to recognize errors in written English and demonstrate an ability to correct those errors when writing timed essay exams as well as formal essays that require drafting and revising at an acceptable level.

6. Upon completing Freshman College English courses, students will analyze sources related to socio-cultural issues in order to construct and support a thesis in a well documented research paper using MLA or APA in an accepted level.

7. Upon completing Freshman College English courses, students will be able to demonstrate facility in using email, Internet, Microsoft Office applications and web-based programs, such as Blackboard, LiveText, Turnitin, and discipline specific software in order to complete projects and assignments at an acceptable level.

8. Upon completing Freshman College English courses, students will assemble a collection of essays over the course of a semester using an electronic portfolio that demonstrates use of different rhetorical modes at an acceptable level.

9. Upon completing Freshman College English courses, students will recognize and describe the contributions of people of African descent in a diverse global society through readings, class discussions, and oral presentations at an acceptable level.

10. Upon completing Freshman College English courses, students will formulate an appreciation of human differences and commonalities reflected in various narratives by engaging in role playing, group projects, journal writing, essay writing, and oral presentations that demonstrate awareness of the human condition at an acceptable level.

**COURSE STUDENT LEARNING OBJECTIVES AND MEASUREMENTS**

EN 131 students will be able to:

1. **Compose an essay demonstrating the use of Standard English within 60 minutes that scores a 4 or higher according to a CLAST-based rubric. (PSLO 4)**

2. **Recognize errors in written English and demonstrate an ability to correct those errors when writing timed essay exams as well as formal essays that require drafting and revising at an acceptable level. (PSLO 5)**

EN 131 Syllabus
Page
3. Analyze, evaluate, and synthesize readings by writing journal entries and giving oral presentations that demonstrate these critical thinking processes at an acceptable level. (PSLO 3)

4. Formulate an appreciation of human differences and commonalities reflected in various narratives by engaging in role playing, group projects, journal writing, essay writing, and oral presentations that demonstrates awareness of the human condition at an acceptable level. (PSLO 10)

5. Assemble a collection of at least three essays over the course of a semester using an electronic portfolio that demonstrates use of different rhetorical modes at an acceptable level. (PSLO 8)

**GENERAL REQUIREMENTS FOR THE COURSE**

To pass English 131, students must:

1. Write at least three essays each designed to reinforce compositional skills. These essays will be completed over a period of time and submitted in typed form.
2. Analyze sources related to current socio-cultural issues in order to construct and support a thesis in a well documented research project using the MLA writing style.
3. Write at least one essay in class within 60 minutes on an impromptu topic.
4. Complete a midterm essay examination scoring a 4 or higher on CLAST-based rubric.
5. Read, discuss, and write about essay selections which address the following rhetorical modes: narrative, descriptive, exemplification, classification and division, comparison and contrast, persuasive, and process.
6. Assemble an electronic portfolio which demonstrates mastery of these general requirements for the course.
7. Achieve acceptable scores on tests, quizzes, and additional writing assignments.

**METHODS OF INSTRUCTION**

Instructors will use a variety of instructional methods such as interactive classroom exercises, small group activities, class discussion, short lectures, and may include the use of software programs, electronic communication, and Blackboard.

**ASSESSMENT/ GRADING SCALE**

A student's grade will accumulate based on:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essays</td>
<td>40%</td>
</tr>
<tr>
<td>Research Project</td>
<td>40%</td>
</tr>
<tr>
<td>Any of the following:</td>
<td>20%</td>
</tr>
<tr>
<td>In-Class Essay Exam(s)</td>
<td></td>
</tr>
<tr>
<td>Media Center Assignments</td>
<td></td>
</tr>
<tr>
<td>Final Portfolio</td>
<td></td>
</tr>
<tr>
<td>Tests</td>
<td></td>
</tr>
<tr>
<td>Homework</td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td></td>
</tr>
</tbody>
</table>

**Total 100%**
**GRADING CRITERIA**
The following grading scale will be observed:

- 90 % - 100 % A
- 80 % - 89 % B
- 70 % - 79 % C
- 60 % - 69 % D
- 0 % - 59 % F

**FINAL EXAMINATION**
Specific instructions will be given for in class procedures during final examination week. The student’s responsibility is to be aware of the location, date, and time of the examination. Make-up examinations will be permitted for an excused absence only with proof from the B-CU faculty member designated as the authority of the event or activity. Excused absences include B-CU sponsored or class-sponsored activities such as band, gospel choir, athletic teams, and special events. Illness or legal obligations constitute an excused absence only with official documentation from a physician or verifiable authority.

**INCOMPLETE POLICY**
In the event of an extreme and unavoidable circumstance, a student may request an “Incomplete” from the instructor. Incomplete grade status is subject to approval from the Freshman College English Department Chairperson. Prior to receiving an Incomplete the student must have a passing grade in the course. Students who request an Incomplete must have official documentation to support the reason for the request. Examples of official documentation include proof of illness from a physician or verifiable authority, death certificates or obituaries, and military activation letters on government letterhead. The instructor and the Freshman College English Department Chairperson reserve the right to deny a student’s request for an Incomplete. Upon receiving an Incomplete, it is the student’s responsibility to complete all assignments and tests agreed upon by the student and the instructor before the removal of Incomplete deadline set by the Registrar. Non-compliance will result in a failing grade for the course.

**ACADEMIC HONESTY**
Students must submit their own work, and they must acknowledge any outside sources they used in preparing an assignment. If anyone copies or paraphrases the words of another writer without acknowledgment or submits another person’s work as his or her own, that person is guilty of plagiarism. Evidence of cheating or plagiarism will result in the student receiving a grade of “0” for the work and may result in an “F” for the course. Plagiarism and cheating are major violations of the Student Code of Conduct and may result in the student’s indefinite suspension from the college.

**CLAST POLICY**
Students must demonstrate appropriate communication skills prior to enrolling in senior seminar. Students who pass 3 parts of the CLAST (excluding math) or obtain a 2.5 GPA in English (EN 131 and EN 132) and reading (RE 260) will be allowed to enroll in their respective senior seminar courses. Transfer students who have passed the 3 CLAST communication tests, satisfied current exemptions, or having an AA degree, will not be required to take R 260 or the CLAST prior to enrolling in senior seminar. Under documented and extenuating circumstances, students may petition the CLAST Review Committee for exemptions from this policy. (OAA Revised May 29, 2008).
AMERICANS WITH DISABILITIES ACT (ADA)
Bethune-Cookman University provides equal opportunity to qualified disabled persons in accordance with the requirements of Americans with Disabilities Act (ADA). ADA and section 504 of the Rehabilitation Act of 1973 serve to ensure that individuals with current disabling conditions are provided reasonable accommodations to enable them to enjoy the programs, activities, services, and employment opportunities offered by colleges and universities. As these laws only apply to individuals with known disabilities, it is required by B-CU that individuals provide recent documentation to establish their eligibility under these laws and to document their specific accommodation needs.

Individuals with a verifiable learning or physical disability affecting academic studies must submit documentation of a professional diagnostic evaluation (not older than three years) of their disability to Freshman College located in Faith Hall, Room #1.

All others with disabilities as defined by the ADA must contact the Student Affairs Office in the student center regarding living and dietary accommodations and the Testing Office in Faith Hall regarding the CLAST exam and other standardized testing.