



## COURSE SYLLABUS

### COURSE INFORMATION

**Format:** 16 weeks

**Course ID:** ENGL 1223

**Course Title:** English Composition 1

**College:** Steelman Library

**Prerequisites:** None

**Credit Hours:** 3

**Instructor:** See the online course in MyFIRE for instructor contact information and availability.

### Course Description

This course is a study of effective writing processes and devices to improve the quality of composition, with an emphasis on developing solid structural models and skillful use of stylistic techniques. This course is equivalent to ENGL 1133.

### Intended Learning Outcomes

**As a result of reading, study, and assessments in this course, the student will be able to:**

1. Apply structural models and stylistic techniques to develop original writing using source texts where appropriate.
2. Implement the full writing process, including prewriting, drafting, revising, and editing.
3. Apply standard grammar and mechanics consistently in written compositions.
4. Analyze and evaluate ideas and texts to develop thoughtful and coherent written arguments.

# SOUTHEASTERN POLICIES

## Academic Policies

View this link to see Southeastern's Policies regarding SEU's Mission and Vision Statements, Title IX Statement, Student Services, Class Participation, Official Email, MyFIRE Use, Technical Difficulties, Technical Support, Disability Statement, Academic Honesty, Course Evaluation, Official Withdrawal, Grading Scale, and Netiquette.

## Late Work

Late Assignments will not be accepted. Students who request an extension must do so AT LEAST 48 HOURS BEFORE THE ASSIGNMENT is due. Extensions will be granted at the instructor's discretion.

## About This Course

This course is designed for students who are currently taking or have completed the *Institute for Excellence in Writing* (IEW) Structure and Style Level C, Year 1 curriculum, Units 1–6. It offers an opportunity for students to earn college credit by submitting selected writing assignments that demonstrate mastery of foundational composition skills. The course follows a competency-based model, where students are assessed against college-level learning outcomes through curated writing assessments. Submissions are evaluated using an MLA-style rubric that accommodates the unique structural models and stylistic techniques taught in IEW. By applying the full writing process—planning, drafting, revising, and editing—students will gain confidence in their ability to write with clarity, organization, and purpose.

## Assessments

This course is completed in an assessment based style in which students will submit artifacts of learning (papers and essays) to demonstrate mastery of the intended learning outcomes at a college level. These assessments will be graded by your college professors, and feedback will be provided to justify the grade assigned to each assessment.

## **Assessment 1 | Due Date: Tuesday of Week 5 at 11:59pm EST | 100 total points**

Assessment 1 demonstrates competency of the following course-intended learning outcomes:

1. Apply structural models and stylistic techniques to develop original writing using source texts where appropriate.
2. Implement the full writing process, including prewriting, drafting, revising, and editing.
3. Apply standard grammar and mechanics consistently in written compositions.

### **Narrative Variation - “Tom Sawyer” Story**

Submit a 3-paragraph paper offering your own variation of the “Tom Sawyer” story.

SSS-1C, Unit 3, Week 5, pg. 47-53.

### **Assignment Guidelines:**

#### **Requirements:**

- Must be an original retelling or creative version.
- Reflects comprehension of narrative structure.
- Uses key stylistic techniques from the IEW method.

#### **Format:**

- MLA (Modern Language Association) format.
- Ensure proper formatting for the title page, headers, margins, font size, and citations according to the chosen style.
- Typed and double-spaced.

#### **Word Limit:**

- The paper should be 3 paragraphs in length, excluding any included title page and/or bibliography.

#### **Citations:**

- Provide in-text citations whenever you use information or ideas from external sources.
- If appropriate for the assignment, include a bibliography or works cited page at the end of the paper, listing all the sources used in your research.
- Follow the citation style (MLA) consistently throughout the paper.

*\*Remember to consult the specific requirements outlined by your instructor and adhere to the chosen citation style diligently throughout the paper.*

## **Assessment 2 | Due Date: Tuesday of Week 7 at 11:59pm EST | 100 total points**

Assessment 2 demonstrates competency of the following course-intended learning outcomes:

1. Apply structural models and stylistic techniques to develop original writing using source texts where appropriate.
2. Implement the full writing process, including prewriting, drafting, revising, and editing.
3. Apply standard grammar and mechanics consistently in written compositions.
4. Analyze and evaluate ideas and texts to develop thoughtful and coherent written arguments.

### **Research Summary - “Father Damien or Person of Choice”**

Submit a 3-paragraph report summarizing the life and impact of Father Damien or another notable figure. SSS-1C, Unit 4, Week 7, pg. 69-77.

### **Assignment Guidelines:**

#### **Requirements:**

- Must be based on research from at least one reference source.
- Summarizes key facts and contributions.
- Demonstrates structured summarization and citation.

#### **Format:**

- MLA (Modern Language Association) format.
- Ensure proper formatting for the title page, headers, margins, font size, and citations according to the chosen style.
- Typed and double-spaced.

#### **Word Limit:**

- The paper should be 3 paragraphs in length, excluding any included title page and/or bibliography.

#### **Citations:**

- Provide in-text citations whenever you use information or ideas from external sources.
- If appropriate for the assignment, include a bibliography or works cited page at the end of the paper, listing all the sources used in your research.
- Follow the citation style (MLA) consistently throughout the paper.

*\*Remember to consult the specific requirements outlined by your instructor and adhere to the chosen citation style diligently throughout the paper.*

### **Assessment 3 | Due Date: Tuesday of Week 10 at 11:59pm EST | 100 total points**

Assessment 3 demonstrates competency of the following course-intended learning outcomes:

1. Apply structural models and stylistic techniques to develop original writing using source texts where appropriate.
2. Implement the full writing process, including prewriting, drafting, revising, and editing.
3. Apply standard grammar and mechanics consistently in written compositions.

#### **Descriptive Writing - “Ape” or “Turkey” Picture Prompt**

Submit a 3-paragraph descriptive composition based on one of two images: “Ape” or “Turkey”.  
SSS-1C, Unit 5, Week 9, pg. 89-97.

#### **Assignment Guidelines:**

##### **Requirements:**

- Use vivid language, descriptive techniques, and proper story structure.
- Engage creativity and visual interpretation skills.

##### **Format:**

- MLA (Modern Language Association) format.
- Ensure proper formatting for the title page, headers, margins, font size, and citations according to the chosen style.
- Typed and double-spaced.
- Include a clear introduction, body, and conclusion.

##### **Word Limit:**

- The paper should be 3 paragraphs in length, excluding any included title page and/or bibliography.

##### **Citations:**

- Provide in-text citations whenever you use information or ideas from external sources.
- If appropriate for the assignment, include a bibliography or works cited page at the end of the paper, listing all the sources used in your research.
- Follow the citation style (MLA) consistently throughout the paper.

*\*Remember to consult the specific requirements outlined by your instructor and adhere to the chosen citation style diligently throughout the paper.*

## **Assessment 4 | Due Date: Tuesday of Week 14 at 11:59pm EST | 100 total points**

Assessment 4 demonstrates competency of the following course-intended learning outcomes:

1. Apply structural models and stylistic techniques to develop original writing using source texts where appropriate.
2. Implement the full writing process, including prewriting, drafting, revising, and editing.
3. Apply standard grammar and mechanics consistently in written compositions.
4. Analyze and evaluate ideas and texts to develop thoughtful and coherent written arguments.

### **Biographical Research - "A Historical Person of Choice"**

Submit a 3-paragraph report on a historical figure of your choosing.

SSS-1C, Unit 6, Week 12, pg. 127-131.

### **Assignment Guidelines:**

#### **Requirements:**

- Use multiple sources for research.
- Present accurate, well-organized information.
- Demonstrate ability to summarize multiple references effectively.

#### **Format:**

- MLA (Modern Language Association) format.
- Ensure proper formatting for the title page, headers, margins, font size, and citations according to the chosen style.
- Typed and double-spaced.

#### **Word Limit:**

- The paper should be 3 paragraphs in length, excluding any included title page and/or bibliography.

#### **Citations:**

- Provide in-text citations whenever you use information or ideas from external sources.
- If appropriate for the assignment, include a bibliography or works cited page at the end of the paper, listing all the sources used in your research.
- Follow the citation style (MLA) consistently throughout the paper.

*\*Remember to consult the specific requirements outlined by your instructor and adhere to the chosen citation style diligently throughout the paper.*

## **Assessment 5 | Due Date: Tuesday of Week 16 at 11:59pm EST | 100 total points**

Assessment 5 demonstrates competency of the following course-intended learning outcomes:

1. Apply structural models and stylistic techniques to develop original writing using source texts where appropriate.
2. Implement the full writing process, including prewriting, drafting, revising + editing.
3. Apply standard grammar and mechanics consistently in written compositions.
4. Analyze/evaluate ideas/texts to develop thoughtful and coherent written arguments.

### **Final Inventive Writing Project - “Subject of Choice”**

Submit a 5-paragraph original composition based on your own chosen subject.

SSS-1C, Unit 7, Week 13, pg. 133-137.

### **Assignment Guidelines:**

#### **Requirements:**

- Build upon your KWO (Key Word Outline).
- Original writing that includes stylistic techniques, strong organization, and thematic clarity.
- Serves as the capstone writing project.
- Well-edited and proofread.

#### **Format:**

- MLA (Modern Language Association) format.
- Ensure proper formatting for the title page, headers, margins, font size, and citations according to the chosen style.
- Typed and double-spaced.

#### **Word Limit:**

- The paper should be 5 paragraphs in length, excluding any included title page and/or bibliography.

#### **Citations:**

- Provide in-text citations whenever you use information or ideas from external sources.
- If appropriate for the assignment, include a bibliography or works cited page at the end of the paper, listing all the sources used in your research.
- Follow the citation style (MLA) consistently throughout the paper.

*\*Remember to consult the specific requirements outlined by your instructor and adhere to the chosen citation style diligently throughout the paper.*

## ENGL 1223 Composition Grading Rubric

Each major assignment (100 points total) will be assessed in four equally weighted categories:

Category	Excellent (25–23 pts)	Proficient (22–20 pts)	Developing (19–17 pts)	Beginning (16–0 pts)
<b>Content &amp; Ideas</b>	Demonstrates clear and original ideas; thesis (if appropriate) is compelling; evidence and examples are well integrated and support the central focus.	Ideas are clear and supported; thesis is present though may lack complexity or nuance; some evidence of original thought or synthesis is present.	Central idea is present but underdeveloped or unclear; supporting evidence is minimal or off-topic.	Lacks a clear central idea; little to no relevant support or analysis; minimal understanding of the prompt.
<b>Organization</b>	Paragraphs are logically ordered and cohesive; transitions enhance readability; structure clearly follows a model (e.g., KWO, IEW dress-ups, etc.).	Organization is mostly logical; transitions are generally effective; structural model is evident but not fully developed or followed throughout.	Structure is inconsistent; transitions may be abrupt or missing; weak or inconsistent adherence to the prescribed writing model.	Poor organization; no clear structure or paragraph unity; transitions and logical progression are largely absent.
<b>Grammar &amp; Mechanics</b>	Writing demonstrates consistent control of grammar, punctuation, and spelling; errors are minimal and do not distract from meaning or flow.	Few grammar or punctuation issues; meaning remains clear; shows editing effort.	Frequent mechanical or grammatical issues that may distract the reader or interfere with clarity.	Consistent grammar and mechanics errors that severely hinder readability and suggest insufficient editing or proofreading.
<b>Formatting &amp; Style</b>	Adheres fully to MLA format; tone is appropriate for academic writing; shows stylistic variety (e.g., IEW techniques, sentence openers, strong vocabulary).	Mostly follows MLA; tone is mostly appropriate; some stylistic variation present; may rely heavily on formulaic phrasing.	MLA formatting is inconsistent; tone may be too informal or stilted; limited stylistic engagement; occasional mechanical word repetition.	Formatting is incorrect or missing; tone is inappropriate; lacks stylistic effort; frequent misuse or overuse of vocabulary tools.

### Notes for Instructors

- This rubric directly assesses all ILOs in balance. Content/Ideas and Organization target ILOs 1 and 4. Grammar/Mechanics targets ILO 3. Formatting/Style addresses ILO 2 (revising/editing) and 1 (stylistic techniques).
- Creative Allowance: Word choice, sentence structures, and stylistic variety rooted in the IEW methodology should be graded on their effectiveness, not penalized for sounding unique or formal. Students should be encouraged to practice and refine these techniques with feedback.
- Rubric Flexibility: Students may use checklists and stylistic tools (e.g., dress-ups, openers, decorations) familiar from IEW. However, instructors should evaluate the effectiveness and clarity of these choices, not their mere presence.



## GRADES AND QUALITY POINTS

The following scale of letter grades is used in recording a student's academic progress:

Explanation	Grade	Explanation	Points Range	Quality Points
Outstanding (90-100)	A	Superior performance in all aspects of the course with work exemplifying the highest quality-Unquestionably prepared for subsequent courses in field.	94-100 %	4.0
	A-	Superior performance in most aspects of the course; high quality work in the remainder-Unquestionably prepared for subsequent courses in field.	90-93%	3.67
Above Average (80-89)	B+	High quality performance in all or most aspects of the course-Very good chance of success in subsequent courses in field.	87-89%	3.33
	B	High quality performance in some of the course; satisfactory performance in the remainder-Good chance of success in subsequent courses in field.	84-86%	3.0
	B-	Satisfactory performance in the course-Evidence of sufficient learning to succeed in subsequent courses in field.	80-83%	2.67

Average (70-79)	C+	Satisfactory performance in most of the course, with the remainder being somewhat substandard-Evidence of sufficient learning to succeed in subsequent courses in field with effort.	77-79%	2.33
	C	Evidence of some learning but generally marginal performance-Marginal chance of success in subsequent courses in field.	74-76%	2.0
	C-	Minimal learning and substandard performance throughout the course-Doubtful chance of success in subsequent courses.	70-73%	1.67
Below Average (60-69)	D+	Minimal learning and low quality performance throughout the course-Doubtful chance of success in subsequent courses.	67-69%	1.33
	D	Very minimal learning and very low quality performance in all aspects of the course-Highly doubtful chance of success in subsequent courses in field.	64-66%	1.0
	D-	Little evidence of learning-Poor performance in all aspects of the course-Almost totally unprepared for subsequent courses in field.	60-63%	.67

No Credit (0-59)	F	Failure to meet requirements of the course-Unprepared for subsequent courses in field.	0-59%	0.0
No Credit	W	Course Withdrawal		N/A
No Credit	WF	Administrative Withdrawal		N/A
No Credit	WD	College Withdrawal		N/A
No Credit	I	Incomplete		N/A
Credit	P	Pass		N/A
No Credit	S	Satisfactory		N/A
Credit	CR	Credit		N/A
No Credit	NC	No Credit		N/A
No Credit	IP	In Progress		N/A