

**Kankakee Community College English I****Course prefix and number: ENGL 1613-000 – Class Theme: Global Studies****Course title:** English I**Credit hours: 3    Lecture hours: 3    Clinical/Lab hours: 0**


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**Catalog Description:** Prerequisite: Appropriate assessment score or completion of ENGL 1413 with a grade of C or better. The student will study the principles and techniques of effective expository writing. The student will write expository essays that develop an evaluative thesis statement, provide persuasive evidence, and incorporate documentation of secondary sources. *AAS: Communications elective. LAI: C1 900 Communications.*

**Faculty**

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Humanities/Social Science Division

**Office Hours Information**

TBD

**Acting Associate Dean,  
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**Textbooks (Optional)**

Ruskiewicz, John J. and Jay Dolmage. *How to Write Anything with Readings*, 3<sup>rd</sup> ed. with the 2016 MLA Update. Bedford/St. Martin's. 2015. ISBN 978-1-319-08573-5.

**Relationship to academic programs and transferability**

“English I was designed to meet specific student needs either individually or within a program and is designed to transfer to other colleges and universities. KCC participates in the Illinois Articulation Initiative (IAI), a statewide transfer agreement for general education courses. All colleges and universities participating in the IAI agree to accept a collective “package” of IAI general education courses; transfer of courses separately is not guaranteed. For more information about IAI, go to their website at [www.itransfer.org](http://www.itransfer.org) and IAI. For the transferability of courses to specific four-year institutions, go to u.select.”

**Course Goals and Learning Outcomes**

Upon completion of this course, you will:

1. Use invention, drafting, revising, and editing strategies to write a paper
2. Write claims that are appropriate for page length, topic assignments, and types of paper requirements
3. Effectively organize paragraphs to suit the rhetorical situation
4. Support claims and generalizations with adequate and relevant details, examples, explanation, and evidence
5. Analyze and assess the use of rhetorical appeals in a variety of nonfiction texts
6. Apply the principles of rhetoric in student writing assignments
7. Correctly integrate and document outside sources through signal phrases, parenthetical citations, and a works cited page
8. Apply self- and peer- review strategies for revision and improvement
9. Create and present a multimodal project
10. Utilize standard grammar, spelling, and mechanics for clarity, tone, and style

## General Education Goals and Objectives

The general education program at KCC is designed to enable students to acquire communication and reasoning skills at a level reflecting college-level learning. Students who complete the general education program will be able to examine complex topics and apply systematic processes to form conclusions. The specific general education objective addressed in this course is:

**Communication:** Students will communicate with precision, clarity, fluency, accuracy, and coherence through their reading, writing, and verbal communications.

## Evaluation

### Course Writing Assignments for English I: ENGL 1613

Students will complete a multimodal writing assignment with research, two papers with research, and a formal annotated bibliography. This will help hone skills of observing, reflecting, making and supporting claims, and finding research for evidence/support. Page lengths are mandatory minimums; the works cited page does not count toward that minimum length.

- Rhetorical Analysis Paper: 4 pages, 2-3 relevant & credible sources (popular or scholarly)
- Annotated Bibliography: 2-3 pages, 4 relevant & credible sources (popular or scholarly)
- Argument Breakdown & Reflection: a worksheet and 2-3 pages of writing
- Multimodal Writing Assignment: various minimum requirements, explained in the class
- Academic Argument Paper: 5 pages, 6 scholarly sources

### Grading Breakdown by Points

Rhetorical Analysis Paper	100
Annotated Bibliography	200
Argument Breakdown	150
Multimodal Writing	150
Academic Argument Paper	250
Other Assignments	150
<b>TOTAL</b>	<b>1000</b>

*Rounding of grades (by less than 1%) will be determined by participation and work submitted, per the instructor's discretion.*

Points	Grade	Points	Grade
100-90%	A	69.9-60%	D
89.9-80%	B	Below 60%	F
79.9-70%	C		

## Topical Outline

- I. Intro to the Course
- II. RA Paper: Intro to Rhetorical Principles & Analysis
- III. The Annotated Bibliography: Academic Research Skills
- IV. Argument Breakdown & Reflection: Using the Toulmin Model
- V. Audience Awareness in Multimodal Communication
- VI. The Academic Argument Paper: Writing for a College Audience
- VII. Course Wrap-up

## English I Course Calendar (16-week semester)

### Module 1 – Course Intro (Week 1)

**Concepts & activities covered:** Course overview (including the writing process and an introduction to MLA format and style guide). Canvas orientation. Audience awareness and tone, voice, style. Introduction of the class theme: global studies.

**Major work:** Diagnostic Writing Piece (*Instructor Note: use a prompt that requires students to practice audience awareness and relates to global studies/issues/perspectives*)

### **Module 2 – RA Paper: Intro to Rhetorical Principles & Analysis (Weeks 2 & 3)**

**Concepts & activities covered:** Introduction to rhetoric, rhetorical situation, rhetorical appeals, and rhetorical analysis. Introduction to RA Assignment. RA thesis, organization, and paper development. Analyzing critically. Finding and evaluating credible sources. The ins-and-out of documenting sources.

**Major work:** Rhetorical Analysis Paper (*Instructor Note: RA on a PSA regarding a global issue...? TBD*)

### **Module 3 – The Annotated Bibliography: Academic Research Skills (Weeks 4-7)**

**Concepts & activities covered:** Introduction to Annotated Bibliography Assignment and research principles and skills. Developing a research question; selecting a particular perspective and global issue to focus on. Introduction to global studies research and library resources. Popular sources versus scholarly sources. Begin researching! Quoting/paraphrasing/summarizing correctly and smoothly.

**Major work:** 4-Source Annotated Bibliography (on a specific issue related to global studies)

### **Module 4 – Argument Breakdown and Reflection: Using the Toulmin Model (Weeks 8-9)**

**Concepts & activities covered:** Introduction to the Toulmin Model of Argumentation. Examples and practice! Using the Toulmin Model to breakdown a major argument related to students' global issues from non-U.S. perspectives. Reflective writing.

**Major work:** Argument Breakdown Worksheet & a Brief Reflection

### **Module 5 –Audience Awareness in Multimodal Communication (Weeks 10-11)**

**Concepts & activities covered:** Introduction to the assignment and multimodal communication. Deciding on a purpose and audience. Synthesizing and presenting ideas from Modules 3 & 4. Page design principles and technology tutorials. Finding multimodal resources. Style concerns and audience appeal.

**Major work:** Multimodal Page for the Class Handbook on Global Issues & Perspectives

### **Module 6 – The Academic Argument Paper: Writing for a College Audience (Weeks 12-15)**

**Concepts & activities covered:** Introduction to Argument Paper Assignment. Claims, Reasons, and Assumptions. Developing an argument, working thesis, and outline. Analyzing your own rhetorical situation and strategizing for your audience. Imagining and addressing alternative arguments. Writing a solid introduction. Peer Reviews and revision!

**Major work:** Academic Argument Paper

### **Module 7 – Course Wrap-Up (Week 16)**

**Concepts & activities covered:** The revision process (local vs. global). Optional revisions are due this week. Discussion around the course- and self-reflections.

**Major work:** Final Reflection