English 101: Freshman Composition
Standard Departmental Syllabus

Freshman Composition addresses the processes of composition and develops intermediate skills in writing essays with an argumentative edge. It is based on readings for diverse audiences and prepares students for writing documented essays.

Note: Students are required to take Freshman Composition during their first year at Frostburg and to continue taking it each semester until they have passed. Only under extraordinary circumstances may students withdraw from the course after the drop/add period. Poor performance is not an acceptable reason for withdrawal.

Outcomes for English 101--Writing Competency:

1. ***Thesis:*** Students should be able to formulate a thesis statement based in part on analysis and evaluation of appropriate source material.

2. ***Support:*** Students should be able to support a thesis by synthesizing their own ideas with the ideas of others.

3. ***Organization:*** Students should be able to logically organize the support according to the demands of content and audience expectations.

4. ***Language:*** Students should be able to express their ideas in writing that is readable (clear, stylistically effective, etc.) and correct (relatively free of distracting errors of grammar, punctuation, spelling, capitalization, and usage).

5. ***Rhetorical Knowledge:*** Students should demonstrate an awareness of the rhetorical situation—understanding how audience and purpose shape all of the above.

6. ***Process:*** Students will demonstrate an awareness of writing as a process by applying flexible strategies for generating, drafting, revising, editing, and proofreading.

7. ***Information Literacy:*** Although English 101 is not a course in writing the research paper, the following information literacy skills will be introduced in anticipation of their later development in advanced composition.

   Framing the Argument: Students should recognize the need to find information to fill in gaps in their knowledge and support ideas (see # 1 and 2 above).
   Accessing Sources: Students should be able to search a variety of legitimate sources to retrieve information, understanding that there are differences among information sources.
   Evaluating Sources: Students should know how to assess the reliability of information sources and determine whether the information available is sufficient to address the issue.
   Evaluating Content: Students should be able to analyze and evaluate appropriate source material (see # 1 above).
   Using Information for a Specific Purpose: Students should be able to synthesize appropriate source material with their own ideas in order to support a thesis (see #2 above).
   Understanding Issues Affecting the Use of Information: Students should understand what plagiarism is and how to avoid it; students should use appropriate documentation style for citing sources.

   Each section of English 101 will schedule at least one session in the library.

Texts: English 101 is a course in writing documented essays; thus students will be expected to support their ideas in part through the use of source material, which instructors will provide in the form of controlled sources, such as a reader or handouts. In addition, most instructors require a composition handbook.

Evaluation:
Essays are evaluated as follows:
1. for ideas (thesis and support) and organization
2. for language: writing that is readable (clear, stylistically effective, etc.) and correct (grammar, punctuation, spelling, capitalization, and usage).

Final Grades: To pass the course (i.e., C or better), students must demonstrate their writing competency by passing at least two substantive essays.

A through C: final competency as evaluated by the instructor. The final grade will be arrived at by considering student essays and other criteria stated in the departmental and instructor's syllabus.

D and F: lack of final competency at the end of the semester; the student must continue the course the following semester and, if necessary, subsequent semesters.

CS: lack of final competency at the end of the semester; the student must continue the course the following semester but without grade penalty. CS does not count toward the student's grade point average or credit hours earned. Ordinarily, a CS grade can be earned only once and is given in the relatively infrequent instance in which a student has failed despite a clearly conscientious effort to reach the competency levels and having met all other requirements in the instructor's addendum to this syllabus.