



University of
Pittsburgh

College in the High School

Bradford

English Composition I
ENG 0101
3 credits

Description: The first of two required competency courses in English composition, this course focuses on the writing process and on the kinds of writing common in the academic disciplines. **Please note:** Many institutions require a minimum final grade of “C” in order for credits to transfer. The University of Pittsburgh requires a minimum final grade of “C-” in order to meet the competency requirement.

Prerequisite: None

Textbook: There are two required texts for the course:

- 1.) *A Writer’s Reference*, Diana Hacker & Nancy Somers (8th ed. with 2016 MLA Update **or later**)
- 2.) A college-level reader, such as any one from the list below:
 - The Longman Reader*, Nadell & Langan
 - The Norton Reader*, Goldthwaite & Bizup
 - Models for Writers*, Rosa & Eschholz
 - The Bedford Book of Genres: A Guide*, Braziller & Kleinfeld
 - The Compact Reader: Short Essays by Method & Theme*, Aaron & Repetto
 - Norton Field Guide to Writing with Readings*, Bullock & Goggin
 - Norton Seagull Reader: Essays*, Joseph Kelly
 - Everyone’s an Author with Readings*, Lunsford et. Al.
 - How to Write Anything with Readings*, Ruszkiewicz & Dolmage

Other textbooks will be considered by the faculty liaison on case-by-case basis.

The following topics should be covered in this course:

The college-level academic essay; writing as revision; MLA format; rhetorical appeals to audience; rhetorical situation; grammar, punctuation, syntax; argument, exposition, narrative, analysis, synthesis; introductory digital composition; critical reading and thinking.

Course objectives: By the end of this course, students should be able to:

- Display college level writing that addresses needs of audience, situation and purpose.
- Demonstrate competence in the essay form and accepted patterns of rhetoric.
- Display understanding of their writing processes and take ownership of each individual writing project.
- Identify and construct required elements of an argument: claims, reasons, evidence, assumptions.

- Read critically; summarize, analyze, and synthesize material from credible sources.
- Accurately document credible sources using proper documentation format.
- Demonstrate control of syntax, grammar, punctuation, and spelling.

To obtain these objectives, all students in English 0101 will:

- Create a portfolio of five academic essays through the course of the semester, with 3 revised drafts submitted in a final “best works” portfolio. These five essays are:
 - **narrative**
 - **textual analysis**
 - **informational (digital composition)**
 - **synthesis**
 - **argument**
 - Also included in the portfolio should be a short sustained metacognitive (or reflective) essay (see below).
- Reflect upon and analyze their own writing and their progress as writers at intervals throughout the semester and in a final essay submitted at the end of the semester that analyzes and traces students' development as writers and researchers (see first item above).
- Participate regularly in class discussions and workshops; respond to each other's writing; and read, discuss, and write about assigned essays and other texts.
- Meet with their instructors in individual conferences to discuss their writing.
- Engage critically with texts throughout the term.
- Move beyond the five-paragraph essay model they may have used in high school in order to write longer, formal essays that fully develop and support their ideas and arguments.

Grading: The final grade will be determined by consistently using graded formal assessments. Weight: Final Portfolio 40%; Essays (collectively) 30-40%

Pitt Grading System:

All courses required to satisfy associate and baccalaureate degree requirements-including all courses required for a major, a minor, or general education-must be taken for letter grades, with the exception of those courses designated as graded S and NC only. Pitt-Bradford uses 13 earned letter grades. They are listed below with their equivalent quality point values.

A+	4.00
A	4.00 superior achievement
A-	3.75
B+	3.25
B	3.00 meritorious achievement
B-	2.75
C+	2.25
C	2.00 adequate achievement

C-	1.75
D+	1.25
D	1.00 minimal achievement
F	0.00 failure

Academic Integrity and Plagiarism: Members of a university community, both faculty and students, bear a serious responsibility to uphold personal and professional integrity and to maintain complete honesty in all academic work. Violations of the code of academic integrity are not tolerated. Students who cheat or plagiarize or who otherwise take improper advantage of the work of others face harsh penalties, including permanent dismissal. The academic integrity guidelines set forth student and faculty obligations and the means of enforcing regulations and addressing grievances.

Grades: Grade criteria in the high school course may be different from the University standards. A CHS student could receive two course grades, one for high school and one for the University transcript. In most cases, the grades are the same. Grading standards should be explained at the beginning of the course.

Transfer Credits: Grades earned in CHS courses appear on an official University of Pittsburgh transcript and the course credits may be eligible for transfer to other colleges and universities. Students should contact potential colleges and universities in advance to be sure their CHS credits will be accepted. If students will attend any University of Pittsburgh campus, grade earned in the course will count toward the student grade point average at the University. At the University of Pittsburgh, the CHS course supersedes any equivalent AP credit.

Drops and Withdrawals: Students should monitor their progress in a course. A CHS teacher can contact the program administrators to request a drop or withdrawal. Dropping or withdrawing from the CHS course has no effect on enrollment in the high school credits.