

COURSE OUTLINE
ENGLISH 101: Composition

SECTION I

SUBJECT AREA AND COURSE NUMBER: English 101

COURSE TITLE: Composition

COURSE CATALOG DESCRIPTION: Study of writing and the writing process. Students analyze expository essays in multiple genres and prepare writing projects with attention to rhetorical situations for audience and purpose, organization according to genre key features, development using detailed description, attention to language and conventions, and with support from outside sources using MLA documentation. Students prepare revised writing in final portfolios complete with self-assessment letters. Required for all degree programs; to be completed within the first 15 credits. This course introduces students to college level writing for academic inquiry about current social issues and may not include literary themes.

LECTURE HOURS PER WEEK: 3 **CREDIT HOURS:** 3

LAB HOURS PER WEEK: 0

PREREQUISITES: a) Level III score on both writing and reading placement tests; OR

b) successful completion of both English 043 and English 073. In unusual situations, the department chair may grant a written waiver of one of the prerequisites to students as they exit either English 013 or ESL 153A.

SECTION II

A. **SCOPE** Students in English 101 read nonfiction articles and essays in various genres and complete writing projects ranging in length from 3 to 5 pages. Subject matter for these essays should be focused on current social issues and may not include literary themes. Activities include, but are not limited, to the following:

- frequent writing in varied forms
- reading selections for rhetorical analysis of audience and purpose and genre key features as models of composition principles
- analysis of language structures as applied to students' challenges with grammar and style

B. **REQUIRED WORK:** Throughout the semester, students will complete all assigned readings and submit writing projects on time. They will read non-fiction articles and essays in various genres. They will write at least four papers in different genres according to the following categories: a personal essay, a textual analysis essay (as the anchor assignment), an essay that requires field research, and a persuasive essay that requires familiarization with library databases and uses MLA documentation. Students will employ the use of writing rubrics for each writing project; they will participate in peer-review; and they will complete metacognitive exercises to reflect on their writing. Students will attend library information sessions, complete follow-up library homework, and complete library modules online. Students will revise a majority of their writing for presentation in their final portfolios complete with self-assessment letters.

C. **ATTENDANCE AND PARTICIPATION:** Students must be present in class to earn participation grades by collaborating in activities such as class discussion, group work, and peer review. They may be asked to confer with the instructor during arranged conference times. In addition, the instructor will be available for individual consultation during scheduled office hours.

D. **METHODS OF INSTRUCTION:** Will vary according to instructor, but may include lectures, discussions, peer work, small group tasks, collaborative learning, and the use of technology.

E. **OBJECTIVES, OUTCOMES, AND ASSESSMENT:**

ENG 101 will meet the following **Designated General Education Core Competency:**
Written Communication

ENG 101 will meet the following **Embedded General Education Core Competency:**
Critical Analysis/Logical Thinking & Continuing Learning/Information Literacy

The following objectives and outcomes represent the department's core requirements for student achievement in English 101.

LEARNING OBJECTIVES	LEARNING OUTCOMES	ASSESSMENT METHODS
To demonstrate an understanding of	Student will	As measured by
Responsibility for one's own learning.	a) attend regularly and on time b) participate fully in class activities c) demonstrate responsibility for knowing, completing, and when necessary, making up assignments	a) attendance records b) class records c) assignment records, including timely drafts
Skills in the writing process that result in effective Written Communication and mastery of principles of Critical Analysis/Logical Thinking in constructing persuasive writing.	a) identify and adapt to different audiences and purposes for each writing task b) develop writing according to specific genres c) apply and explain techniques of prewriting, outlining, drafting, peer-review, proofreading, editing, and revising d) employ rhetorical appeals of ethos, logos, and pathos to gain adherence in persuasion WC 1, 3, 5 CA/LT 1,3,4	a) evidence in written work of students directly addressing audience and purpose throughout the writing process, and especially in final drafts b) evidence in written work of students cross-referencing genre key features from pedagogical rubrics into final drafts c) evidence in written work from drafts and revisions of incorporating information from learned techniques or in response to peer review and instructor feedback d) evidence in written work of students successfully employing rhetorical appeals of credibility, logic, and emotion
Methods for composing clear, readable prose that result in effective Written Communication and mastery of principles of Continuing Learning/Information Literacy	a) compose essays with clear central ideas expressed in genre-specific thesis statements or focus points within an organized structure developed with unified paragraphs and appropriate language and conventions b) employ structural elements such as introductions, topic sentences, signal phrases, transitions, and conclusions c) employ appropriate diction, tone, and level of formality according to audience, purpose, and situation d) analyze and cite information from credible sources to produce independent and/or collaborative work through the use of quotation, paraphrase, and summary e) edit for standard English, avoiding major errors WC 2, 3, 4, 5 CL/IL 3 CA 3	a) four or more fully revised written assignments of approximately 4 pages in length that have clear focus and development b) cohesively written essays that progress according to standard structural elements from beginning to middle to end c) evidence in writing of appropriate diction, tone, and formality d) evidence in written work of well-understood and well-utilized outside sources e) clear, readable prose without major errors that interfere with reader's understanding of the writing

<p>The Research Process and Documentation that result in an introductory-level proficiency of Information Literacy</p>	<p>a) perform search strategies to retrieve a variety of appropriate information, evaluate it for validity and relevance, and use it in a manner that matches writer needs and audience expectations b) analyze and cite information from credible sources to produce independent and/or collaborative work through the use of quotation, paraphrase, and summary CL/IL 2,3</p>	<p>a) information literacy exercises as developed by the Library b) evidence in written work of research, source integration, and MLA documentation in parenthetical citations and Works Cited page</p>
<p>Methods for critical reading and writing of rhetorically constructed essays that result in the mastery of skills in the writing process that result in finished products, including revised essays, final portfolios, and self-assessment letters that demonstrate effective Written Communication.</p>	<p>a) infer and clarify distinctions and relationships among texts b) explore controversies and multiple perspectives constructed from texts c) analyze tone, reliability, ambiguity, and evidence in texts d) revise written work, construct final portfolios, complete self-assessments as evidence of writerly progress WC 1, 2</p>	<p>a) evidence from heuristics employed in classwork and homework b) participation in class discussion c) evidence in written work of successful grappling with texts d) final portfolios that demonstrate thoughtful global revision and careful editing as well as self-assessment letters that address strengths, weaknesses, and growth</p>

Core Competency Assessment Artifact(s)

An assignment from this course that addresses all the competencies noted above may be collected to assess student learning across the school.

F: TEXTS AND MATERIALS: *Norton Field Guide to Writing with Readings and Handbook*

G: INFORMATION TECHNOLOGY: Use of Blackboard Learn, email, Internet, databases.