



**COURSE OUTLINE**

**DIVISION: Humanities, Fine Arts, and Social Sciences**

**COURSE: ENG 1001 English Composition I**

Date: December 2018

Credit Hours: 3

Prerequisite(s): Placement according to IVCC's English placement exam or successful completion of ENG 0900, in addition to placement according to IVCC's reading placement exam, an ACT reading score of 21 or above, or successful completion of RED 0900. An ACT English score of 19 or above, an SAT Evidence Based Reading and Writing score of 480 or above, or a PAARC score of 4-5 satisfies both the reading and writing prerequisite.

Delivery Method:  **Lecture**                    **3 Contact Hours (1 contact = 1 credit hour)**  
 **Seminar**                    **0 Contact Hours (1 contact = 1 credit hour)**  
 **Lab**                            **0 Contact Hours (2-3 contact = 1 credit hour)**  
 **Clinical**                    **0 Contact Hours (3 contact = 1 credit hour)**  
 **Online**  
 **Blended**

Offered:  **Fall**     **Spring**     **Summer**

IAI Equivalent –**Only for Transfer Courses**-go to <http://www.itransfer.org>: C1 900

Note: Students must earn a C or better in this class for it to count as part of an IVCC transfer degree and/or as a course accepted by an IAI institution.

**CATALOG DESCRIPTION:**

English Composition I allows the student to study and apply rhetorical principles of writing in developing effective sentences, paragraphs, and essays, with particular emphasis on analyzing and writing expository prose. Students' essays will be based upon their readings of a variety of texts on various topics. The course includes the use of various computer applications, including word-processing and the Internet.

## GENERAL EDUCATION GOALS ADDRESSED

*[See last page for Course Competency/Assessment Methods Matrix.]*

### Upon completion of the course, the student will be able:

*[Choose up to three goals that will be formally assessed in this course.]*

- To apply analytical and problem solving skills to personal, social, and professional issues and situations.
- To communicate successfully, both orally and in writing, to a variety of audiences.
- To construct a critical awareness of and appreciate diversity.
- To understand and use technology effectively and to understand its impact on the individual and society.
- To develop interpersonal capacity.
- To recognize what it means to act ethically and responsibly as an individual and as a member of society.
- To recognize what it means to develop and maintain a healthy lifestyle in terms of mind, body, and spirit.
- To connect learning to life.

### EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

*[Outcomes related to course specific goals. See last page for more information.]*

#### Upon completion of the course, the student will be able to:

##### **Outcome 1: Read a variety of texts with understanding and appreciation**

Competency 1.1: React to texts through verbal and written responses

Competency 1.2: Generate valid ideas from texts

Competency 1.3: Understand an author's meaning and purpose

Competency 1.4: Recognize how an author conveys meaning and develops ideas

Competency 1.5: Recognize, appreciate, and discuss a variety of writing strategies

##### **Outcome 2: Understand invention as a part of the writing process**

Competency 2.1: Analyze a body of facts or ideas related to a given subject

Competency 2.2: Arrange a body of facts or ideas in a related order

Competency 2.3: Determine a purpose for writing a text (to inform, to argue, etc.)

Competency 2.4: Choose a main idea or subject and narrow it to a topic

Competency 2.5: Identify an appropriate audience and audience expectations

##### **Outcome 3: Organize and develop ideas effectively and logically in essays**

Competency 3.1: Formulate thesis statements that are appropriate for assignments

Competency 3.2: Adhere to a thesis statement throughout a essay

Competency 3.3: Use topic sentences subordinate to a thesis statement

Competency 3.4: Write paragraphs unified by topic sentences

Competency 3.5: Write paragraphs developed with specific support and focused on one idea each

Competency 3.6: Demonstrate the ability to use transitional words, phrases, and sentences

Competency 3.7: Develop a logical progression of ideas through an essay

##### **Outcome 4: Develop effective, logical, and well-supported arguments**

- Competency 4.1: Understand the difference between claims and facts
- Competency 4.2: Understand the difference between supportable positions and opinion
- Competency 4.3: Use specific details to support arguments
- Competency 4.4: Use inductive and deductive reasoning in persuasive essays
- Competency 4.5: Recognize and avoid common logical fallacies

**Outcome 5: Understand and use a variety of rhetorical methods for developing ideas**

- Competency 5.1: Recognize rhetorical strategies (narration, exemplification, etc.)
- Competency 5.2: Use a variety of rhetorical strategies to develop ideas in essays

**Outcome 6: Maintain a consistent and appropriate viewpoint, tone, and voice**

- Competency 6.1: Use appropriate viewpoint, tone, and voice for specific audiences and purposes
- Competency 6.2: Understand how word choice and sentence structure affect tone and voice
- Competency 6.3: Recognize the conventions of formal writing
- Competency 6.4: Understand the concept of “voice”
- Competency 6.5: Use a consistent and appropriate voice throughout an essay

**Outcome 7: Strengthen essays through the revision process**

- Competency 7.1: Recognize the difference between revising and editing
- Competency 7.2: Analyze the effectiveness of an essay’s thesis, topic sentences, support and development of ideas, etc.
- Competency 7.3: Reassess a draft and make appropriate improvements to that draft

**Outcome 8: Write essays free of common stylistic weaknesses**

- Competency 8.1: Understand and avoid stylistic weaknesses in word choice (wordiness, use of clichés, etc.)
- Competency 8.2: Understand and avoid stylistic weaknesses in syntax (redundant sentence structure, etc.)
- Competency 8.3: Recognize how audience and purpose affect a writer’s stylistic choices
- Competency 8.4: Identify and eliminate stylistic weaknesses from essays

**Outcome 9: Write essays free of excessive errors**

- Competency 9.1: Effectively proofread for errors
- Competency 9.2: Identify and correct common grammar, punctuation, syntax, and word choice errors

**Outcome 10: Use word-processing software and the Internet to assist in the writing process**

- Competency 10.1: Use a word processor through all stages of the writing process
- Competency 10.2: Understand how to use a word processor to assist with the writing process (using cut and paste, spell-checker, etc.)
- Competency 10.3: Use Internet resources to assist in the writing process

**Outcome 11: Understand documentation and plagiarism**

Competency 11.1: Document sources correctly according to an accepted system of documentation

Competency 11.2: Distinguish between personal ideas and information from outside sources

Competency 11.3: Understand when and why documentation is necessary

Competency 11.4: Define and avoid plagiarism

Competency 11.5: Paraphrase and summarize information from sources

Competency 11.6: Use technology to understand and avoid plagiarism

## MAPPING LEARNING OUTCOMES TO GENERAL EDUCATION GOALS

*[For each of the goals selected above, indicate which outcomes align with the goal.]*

Goals	Outcomes
First Goal	
Goal 1: To apply analytical and problem solving skills to personal, social and professional issues and situations.	<ul style="list-style-type: none"> <li>• Outcome 1: Read a variety of texts with understanding and appreciation</li> <li>• Outcome 2: Understand invention as a part of the writing process</li> <li>• Outcome 3: Organize and develop ideas effectively and logically in essays</li> <li>• Outcome 4: Develop effective, logical, and well-supported arguments</li> <li>• Outcome 5: Understand and use a variety of rhetorical methods for developing ideas</li> <li>• Outcome 7: Strengthen essays through the revision process</li> <li>• Outcome 8: Write essays free of common stylistic weaknesses</li> <li>• Outcome 9: Write essays free of excessive errors</li> <li>• Outcome 10: Use word-processing software and the Internet to assist in the writing process</li> <li>• Outcome 11: Understand documentation and plagiarism</li> </ul>
Second Goal	
Goal 2: To communicate successively, both orally and in writing, to a variety of audiences.	<ul style="list-style-type: none"> <li>• Outcome 1: Read a variety of texts with understanding and appreciation</li> <li>• Outcome 2: Understand invention as a part of the writing process</li> <li>• Outcome 3: Organize and develop ideas effectively and logically in essays</li> <li>• Outcome 4: Develop effective, logical, and well-supported arguments</li> <li>• Outcome 5: Understand and use a variety of rhetorical methods for developing ideas</li> <li>• Outcome 6: Maintain a consistent and appropriate viewpoint, tone, and voice</li> <li>• Outcome 7: Strengthen essays through the revision process</li> </ul>

	<ul style="list-style-type: none"> <li>• Outcome 8: Write essays free of common stylistic weaknesses</li> <li>• Outcome 9: Write essays free of excessive errors</li> <li>• Outcome 11: Understand documentation and plagiarism</li> </ul>
Third Goal	
Goal 4: To understand and use contemporary technology effectively and to understand its impact on the individual and society	<ul style="list-style-type: none"> <li>• Outcome 7: Strengthen essays through the revision process</li> <li>• Outcome 10: Use word-processing software and the Internet to assist in the writing process</li> <li>• Outcome 11: Understand documentation and plagiarism</li> </ul>

### **COURSE TOPICS AND CONTENT REQUIREMENTS:**

1. Analysis and response to a variety of texts
2. Peer response to student essays
3. Self-assessment
4. Study of the Essay form
  - Audience and purpose
  - Thesis statement and topic sentences
  - Rhetorical strategies and methods of development
  - Transitions and logical progression of ideas
  - Style and voice
5. Review of grammar, punctuation, and mechanics (at the instructor's discretion as determined by student needs)
6. Revision and editing strategies
7. Introduction to the concept of research
8. Use of word-processing software

### **INSTRUCTIONAL METHODS:**

1. Lectures and discussions
2. Writing workshops and seminars
3. Group work
4. In-class and out-of-class writing assignments
5. Assigned readings
6. Instructor and peer evaluations of student writing
7. Self-assessment of student writing
8. Student conferences (at the instructor's discretion)
9. Guest presenters
10. Audio/visual presentations
11. Quizzes (at the instructor's discretion)
12. Exams (at the instructor's discretion)
13. Word-processing software
14. Internet resources
15. CD ROM and other software

### **INSTRUCTIONAL MATERIALS:**

#### Textbooks

Textbooks used in English Composition I are at the discretion of full-time faculty.

Part-time faculty members are to use the textbook designated for English Composition I by the Dean of Humanities, Fine Arts, and Social Sciences.

Villarreal, Nora. *Stylebook*. IVCC. Available online at <http://www.ivcc.edu/stylebook>  
Other style guides or grammar handbooks at the instructor's discretion

### Computer Applications

- Word-processing software
- Web pages
- Online course management systems

### Other

- Handouts
- Online resources
- Audio/Video resources

## **STUDENT REQUIREMENTS AND METHODS OF EVALUATION:**

Students must

1. Participate in class discussions, workshops, and seminars.
2. Complete reading, writing, and other assignments given at the instructor's discretion.
3. Evaluate and revise written work.
4. Attend class in accordance with college policy and instructor policy.

In English Composition I, each student must submit a minimum of four formal essay-length writing assignments, with at least one essay of 1250 words or more. Formal essay-length writing assignments for each student must total at least 5000 words, with an emphasis on expository and persuasive writing. This total may include revisions. In terms of preparation and process, students should approach revisions with as much attention, care, and rigor as given to the earlier drafts.

### Grading Scale

The grading scale used in English Composition I is at the discretion of the instructor; however, at least 70% of the final course grade must be determined by the assessment of formal writing.

### Evaluation Standards

Evaluation of written work will follow standards on English faculty policies on format, grading, and plagiarism. Essays will be evaluated and revised in accordance with this outline, student needs as determined by the instructor, and the evaluation criteria for essays published in IVCC's *Stylebook*.

## **OTHER REFERENCES:**

Clark, Irene L. *Concepts in Composition: Theory and Practice in the Teaching of Writing*. Routledge, 2011.

Coxwell-Teague, Deborah and Ronald F. Lunsford, eds. *First-Year Composition: From*

*Theory to Practice* (Lauer Series in Rhetoric and Composition). Parlor Press, 2014.

Miller, Susan. *The Norton Guide to Composition Studies*. W.W. Norton & Company, 2009.

*MLA Handbook*, 8<sup>th</sup> edition.

National Council of Teachers of English. *College Composition and Communication*. ---. *College English*. ---. *Teaching English in the Two-Year College*.

Sullivan, Patricia, and Christie Toth. *Teaching Composition at the Two-Year College: Background Readings*. Bedford/St. Martin's, 2016.

Tate, Gary, et al. *A Guide to Composition Pedagogies*, 2nd Edition. Oxford University Press, 2013.

# Course Competency/Assessment Methods Matrix

ENG 1001 English Composition I	Assessment Options																															
For each competency/outcome place an "X" below the method of assessment to be used.	Assessment of Student Learning	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assignment
	Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D						
Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.																																
<b>Outcome 1: Read a variety of texts with understanding and appreciation</b>																																
Competency 1.1: React to texts through verbal and written responses		X	X		X		X	X								X	X										X	X	X		X	X
Competency 1.2: Generate valid ideas from texts		X	X		X		X	X								X	X										X	X	X		X	X
Competency 1.3: Understand an author's meaning and purpose		X	X		X		X	X								X	X										X	X	X		X	X
Competency 1.4: Recognize how an author conveys meaning and develops ideas		X	X		X		X	X								X	X										X	X	X		X	X
Competency 1.5: Recognize, appreciate, and discuss a variety of writing strategies		X	X		X		X									X	X										X	X	X		X	X











