

English 101 English Composition 1**Credit Hours:** 3**Scheduled hours per week**

Lecture: 3

Lab: 2

Other: na

Catalog Course Description: Students write a minimum of twenty formally evaluated pages in order to expand skills necessary to express ideas and feelings effectively in expository essays centered on rhetorical patterns and strengthening critical thinking skills. 4,000-5,000 words evaluated writing.

Pre-requisites: n / a**Co-requisites:** ENGL 101L for students without ACT scores of 18 and above or the equivalent**Course Student Learning Outcomes:**

At the conclusion of English 101, students should be able to:

- 1. Select appropriate topic and language for a specific writing assignment and/or audience.**
- 2. Develop a strong thesis within the guidelines of an assignment.**
- 3. Provide adequate support for thesis and assertions.**
- 4. Write with unity and coherence.**
 - a. Organize papers around a clearly defined controlling idea;
 - b. Write interesting and coherent introductions and conclusions;
 - c. Write essays which communicate a personal point of view, which contain some depth of insight into the topic of the essay, and which demonstrate a vivid, exact, and accomplished writing style;
 - d. Write unified and coherent paragraphs which contain concrete details;
 - e. Employ transitions to link ideas together;
 - f. Use interesting, original, and precise language; avoid clichés, slang, mixed metaphors;
 - g. Write concisely, eliminating unnecessary words and tangled sentences;
 - h. Write essays which make effective use of repetition and transitions within and between paragraphs.
- 5. Use correct grammar, punctuation, spelling, diction, and syntax.**
- 6. Choose appropriate writing patterns.**
 - a. Identify, organize, write and evaluate essays that use such rhetorical patterns as (1) narration, (2) description, (3) example, (4) classification, (5) process, (6) comparison/contrast, (7) cause-effect, (8) definition, and (9) argument/persuasion;
 - b. Choose an appropriate pattern for particular assignments;
 - c. Twenty pages of writing that includes at least 5 rhetorical patterns and a final exam.
- 7. Evaluate own and others' writing.**
 - a. Analyze and/or critique writing in terms of its structure, support, and language;
 - b. Evaluate and revise individual and peer writing.
- 8. Practice writing as a process that involves topic selection, brainstorming, prewriting outlining, drafting, revising, working with multiple drafts, and editing.**

9. Employ various techniques and forms of formatting, research, and documentation

- a. Address the purposes of documentation;
- b. Distinguish among various forms (e.g., MLA, APA, and Chicago Manual of Style);
- c. Use documentation conventions as necessary for course assignments.

CLO Assessment Methods: Instructors will choose from assignments that will include a combination of writing, tests, presentations, and class participation.

Relationship of Course to Program Learning Outcomes (PLO) or Institutional Learning Outcomes:

Writing and Rhetoric Category Outcome: Demonstrate the ability to communicate clearly, cohesively, and effectively in writing for a particular audience, purpose, and mode.

- Outcome 1: Select appropriate topic and language for a specific writing assignment and/or audience.
- Outcome 2: Develop a strong thesis within the guidelines of an assignment.
- Outcome 3: Provide adequate support for thesis and assertions.
- Outcome 4: Write with unity and coherence.
- Outcome 5: Write using correct grammar and punctuation.
- Outcome 6: Understand and internalize writing as a process.
- Outcome 7: Adeptly employ various techniques and forms of formatting, research, documentation, and their uses.

Check if approved as: **Foundational Learning Course** Reinforcement Learning Course

Topics to be studied:

- Expository writing organized according to traditional rhetorical patterns;
- Usage, grammar, mechanics, and sentence structure;
- Skills related to summary, paraphrase, use of direction quotation;
- Various forms of documentation: APA, MLA, and Chicago Manual of Style.

Relationship of Course to Program Learning Outcomes (PLO) or Institutional Learning Outcomes:

(For Program Courses, indicate outcomes taught in this course that relate to program outcomes) (For Foundational Learning or Reinforcement Learning Courses, indicate the approved Institutional Learning Category, the Institutional Learning Outcomes, and the related course outcomes)

Check if approved as: Foundational Learning Course Reinforcement Learning Course

Special requirements of the course:

(If a program assessment is required in this course, indicate it here.)

Additional information:

(Anything else that may be useful.)

Prepared by: English Department

Date: January 7, 2022