

ENGL 101L Composition 1 Lab

Credit Hours: 1

Scheduled hours per week

Lecture: #

Lab: 2

Other: #

Catalog Course Description: This lab provides structured learning support for English 101, offering tailored instruction in the specifics of the writing process; grammar, punctuation, and sentence structure; various forms of documentation; and the traditional rhetorical modes.

Pre-requisites: NA

Co-requisites: Co-requisite for ENGL 101 for students who do not have an 18 on the ACT or the equivalent

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Course Learning Outcomes*:

*Please note that learning outcomes will be prescriptive according to individual student needs.

At the conclusion of English 101L, students should be able to do the following

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.

Topics to be studied:

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

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

ENGL 101L is co-requisite to Foundations course ENGL 107 for students without an ACT equivalent of 18 or higher but is not a Foundations course.

Special requirements of the course:

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

Additional information:

- Tasks assigned in correspondence with English Composition 1 course requirements.
- Indicate specific policies you have initiated for your class. (i.e. no cell phones, tardiness affecting grade, participation, etc.)

Prepared by: English Department

Date: January 2022