

# Course Guidelines

## Course Description

### **ENG 101 • COMPOSITION I** (03.0 credits)

Prerequisite: ENG 098 or equivalent or qualifying Accuplacer test results.

Writing intensive course designed to strengthen college level writing skills, with particular attention to persuasion, analysis, synthesis and an introduction to research methodologies. Focus on process through drafting, revising and editing is emphasized. Conventions of Standard Written English are reviewed. Additionally, critical reading strategies of college level texts are developed.

Students will:

- ❖ Analyze and compare perspective, meaning, and style in different texts.
- ❖ Construct themes that are organized and developed using voice, tone, language and format appropriate to the audience and purpose of the writing.
- ❖ Engage in selection and incorporation of ideas derived from a variety of sources, such as library databases and print resources, books, journals, the internet, and interviews, and proper documentation of those sources.
- ❖ Apply a variety of strategies for planning, drafting, revising, and editing written work, realizing the recursive nature of writing.
- ❖ Demonstrate satisfactory competence in the conventions of Standard Written English and the elements of proper presentation, including layout, formatting, and printing.

**Student Learning Outcomes** (taken from the WPA Outcomes Statement, revised 4/2000)

## Introduction

This statement describes the common knowledge, skills, and attitudes sought by first-year composition programs in American postsecondary education. To some extent, we seek to regularize what can be expected to be taught in first-year composition; to this end the document is not merely a compilation or summary of what currently takes place. Rather, the following statement articulates what composition teachers nationwide have learned from practice, research,

and theory. This document intentionally defines only "outcomes," or types of results, and not "standards," or precise levels of achievement. The setting of standards should be left to specific institutions or specific groups of institutions.

Learning to write is a complex process, both individual and social, that takes place over time with continued practice and informed guidance. Therefore, it is important that teachers, administrators, and a concerned public do not imagine that these outcomes can be taught in reduced or simple ways. Helping students demonstrate these outcomes requires expert understanding of how students actually learn to write. For this reason we expect the primary audience for this document to be well-prepared college writing teachers and college writing program administrators. In some places, we have chosen to write in their professional language. Among such readers, terms such as "rhetorical" and "genre" convey a rich meaning that is not easily simplified. While we have also aimed at writing a document that the general public can understand, in limited cases we have aimed first at communicating effectively with expert writing teachers and writing program administrators.

These statements describe only what we expect to find at the end of first-year composition, at most schools a required general education course or sequence of courses. As writers move beyond first-year composition, their writing abilities do not merely improve. Rather, students' abilities not only diversify along disciplinary and professional lines but also move into whole new levels where expected outcomes expand, multiply, and diverge. For this reason, each statement of outcomes for first-year composition is followed by suggestions for further work that builds on these outcomes.

## **Rhetorical Knowledge**

By the end of first year composition, students should

- ❖ Focus on a purpose
- ❖ Respond to the needs of different audiences
- ❖ Respond appropriately to different kinds of rhetorical situations
- ❖ Use conventions of format and structure appropriate to the rhetorical situation
- ❖ Adopt appropriate voice, tone, and level of formality
- ❖ Understand how genres shape reading and writing
- ❖ Write in several genres

Faculty in all programs and departments can build on this preparation by helping students learn

- ❖ The main features of writing in their fields
- ❖ The main uses of writing in their fields
- ❖ The expectations of readers in their fields

## **Critical Thinking, Reading, and Writing**

By the end of first year composition, students should

- ❖ Use writing and reading for inquiry, learning, thinking, and communicating
- ❖ Understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources
- ❖ Integrate their own ideas with those of others
- ❖ Understand the relationships among language, knowledge, and power

Faculty in all programs and departments can build on this preparation by helping students learn

- ❖ The uses of writing as a critical thinking method
- ❖ The interactions among critical thinking, critical reading, and writing
- ❖ The relationships among language, knowledge, and power in their fields

## **Processes**

By the end of first year composition, students should

- ❖ Be aware that it usually takes multiple drafts to create and complete a successful text
- ❖ Develop flexible strategies for generating, revising, editing, and proof-reading
- ❖ Understand writing as an open process that permits writers to use later invention and re-thinking to revise their work
- ❖ Understand the collaborative and social aspects of writing processes
- ❖ Learn to critique their own and others' works
- ❖ Learn to balance the advantages of relying on others with the responsibility of doing their part
- ❖ Use a variety of technologies to address a range of audiences

Faculty in all programs and departments can build on this preparation by helping students learn

- ❖ To build final results in stages
- ❖ To review work-in-progress in collaborative peer groups for purposes other than editing
- ❖ To save extensive editing for later parts of the writing process
- ❖ To apply the technologies commonly used to research and communicate within their fields

## **Knowledge of Conventions**

By the end of first year composition, students should

- ❖ Learn common formats for different kinds of texts
- ❖ Develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics
- ❖ Practice appropriate means of documenting their work
- ❖ Control such surface features as syntax, grammar, punctuation, and spelling.

Faculty in all programs and departments can build on this preparation by helping students learn

- ❖ The conventions of usage, specialized vocabulary, format, and documentation in their fields
- ❖ Strategies through which better control of conventions can be achieved

## **Composing in Electronic Environments**

As has become clear over the last twenty years, writing in the 21st-century involves the use of digital technologies for several purposes, from drafting to peer reviewing to editing. Therefore, although the *kinds* of composing processes and texts expected from students vary across programs and institutions, there are nonetheless common expectations.

By the end of first-year composition, students should:

- ❖ Use electronic environments for drafting, reviewing, revising, editing, and sharing texts
- ❖ Locate, evaluate, organize, and use research material collected from electronic sources, including scholarly library databases; other official databases (e.g., federal government databases); and informal electronic networks and internet sources

- ❖ Understand and exploit the differences in the rhetorical strategies and in the affordances available for both print and electronic composing processes and texts

Faculty in all programs and departments can build on this preparation by helping students learn

- ❖ How to engage in the electronic research and composing processes common in their fields
- ❖ How to disseminate texts in both print and electronic forms in their fields

### **Student Population**

Since Freshman Composition is required as part of the general education requirements at Truckee Meadows Community College, student populations in Freshman Composition I represents the range of students admitted to the community college. Most students are freshmen, but not all.

### **Reading Requirement**

In developing student abilities to read and critically analyze college-level prose, students should read a minimum of 15 essays or their equivalent. Readings should be discussed in class, with analysis focusing on what the author says (content and purpose), how he or she writes it (organization, voice/style, diction, rhetorical strategies), and whether it is effective/appropriate for the intended audience (critique). Some instructors may require reading annotations or visual analysis of websites and/or texts. These are completely appropriate for the course.

### **Writing Requirements**

During the semester, students will write the equivalent of four (4) essays developed through multiple drafts, revisions, in-class writings, and reading responses. Instructors have the option of substituting one paper for other forms of writing, such as daily journals, etc. Writing assignments should grow organically out of course readings, discussions, and thematic elements of the course. Assignments should be reasonably challenging, aimed at developing the intellectual maturity of students by encouraging critical thinking skills, self-reflection, and analytic skills.

### **Library Skills**

There is one required library assignment to acquaint students with research resources. This strategy for helping students become effective researchers use the library is achieved through an assignment developed in conjunction with the library staff and contains an overview of resources available on site and through the databases at Elizabeth Sturm library.

## **Textbooks**

Textbooks for part-time faculty are decided by a committee of faculty from the English department. Full-time faculty have the right to choose their own texts for their classes. Students should check with their instructor before purchasing their texts.

## **Syllabus**

An English 101 syllabus should include the following:

- ❖ Course title and course number
- ❖ Course description
- ❖ Course objective
- ❖ Topics covered in the course
- ❖ Instructor contact info and office hours
- ❖ Suggested texts and other instructional materials needed
- ❖ Course requirements
- ❖ Methods of evaluation, including grading criteria
- ❖ Tentative schedule of assignments for the semester
- ❖ Participation/attendance policy
- ❖ Statement of policy regarding plagiarism
- ❖ ADA statement
- ❖ Information about The Learning Center and Smartthinking