

# Syllabus

## ENGL1010 English Composition I

### Committee Members:

Susan McDowall, Central Community College  
Paula Burns, Little Priest Tribal College  
Kris Fulkerson, Metropolitan Community College  
Summer Dickinson, Mid-Plains Community College  
Bonnie Johnson-Bartee, Northeast Community College  
Patti Burris, Southeast Community College  
Jennifer Pedersen, Western Nebraska Community College



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**Facilitator**

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**NCCA Council of Chief Academic Officers Chair**

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## **I. CATALOG DESCRIPTION**

ENGL1010

English Composition I

Prerequisite: Assessment testing (minimum score on placement exam) or successful completion of developmental courses.

English Composition I offers instructional practice in the techniques of effective writing. The process of planning, writing, revising, and editing essays for particular audiences and purposes and research-related skills are also emphasized.

3.0 semester credit hours; 4.5 quarter credit hours; 45 Contact Hours

## **II. COURSE OBJECTIVES: Course will:**

1. Provide practice in writing clear, coherent, effective essays for multiple purposes and audiences according to commonly accepted standards of usage and mechanics.
2. Develop ideas and clear insights to provoke critical and creative thinking.
3. Offer students opportunities to develop and refine writing skills through revision.
4. Analyze, evaluate, and discuss writing in order to identify and employ rhetorical strategies.
5. Introduce the use of research skills to responsibly evaluate and ethically incorporate information.

## **III. STUDENT LEARNING OUTCOMES: Students will be able to:**

1. Apply principles of writing as a process.
2. Construct effective thesis statements.
3. Write unified and well-supported essays with coherent paragraphs.
4. Adapt writing to engage different audiences.
5. Implement context- appropriate rhetorical methods.
6. Evaluate student, peer, and professional writing.
7. Revise essays for content, structure, tone, voice and diction.
8. Edit the draft carefully to eliminate errors in grammar, usage, and mechanics.
9. Recognize source relevance and credibility.
10. Utilize a recognized formatting and citation style to ethically incorporate source material.

#### **IV. CONTENT/TOPICAL OUTLINE**

1. Audience
  - a. Recognize and value the importance of audience.
  - b. Identify, address and meet readers' needs.
2. Purpose
  - a. Distinguishing among various purposes of writing.
  - b. Select primary purpose.
  - c. Select secondary purpose(s) as needed.
3. Subject
  - a. Read and discuss student, peer, and professional essays
  - b. Identify topics.
  - c. Narrow topic to a scope appropriate to assignment.
4. Invention
  - a. Employ prewriting strategies.
5. Organization
  - a. Recognize organizational patterns.
  - b. Select appropriate organizational patterns for essays
6. Thesis
  - a. Construct thesis statements.
7. Essays
  - a. Create effective introductions.
  - b. Compose unified supporting paragraphs.
  - c. Select details to clearly and logically support thesis.
  - d. Craft effective conclusions.

8. Revision and Editing
  - a. Revise for audience and purpose.
  - b. Assess alternative methods of ordering information.
  - c. Evaluate effectiveness of transitions.
  - d. Add or eliminate information based on relevance to thesis.
  - e. Edit writing to meet common acceptable standards of grammar, usage, and mechanics.
9. Research
  - a. Learn to use primary and secondary research sources.
  - b. Evaluate sources for credibility and relevance to topic and purpose.
  - c. Synthesize, integrate, and analyze source material.
  - d. Use a standard, recognized style for formatting and documenting sources.
  - e. Recognize and avoid plagiarism.

## **V. INSTRUCTIONAL MATERIALS**

1. Suggested texts
  - a. The Student Writer: Editor and Critic (McGraw)
  - b. Patterns for a Purpose: A Rhetorical Reader (McGraw Hill)
  - c. 40 Model Essays (Bedford)
  - d. Writing Today (Pearson)
  - e. Bloom's Essay Connection ()
  - f. The Everyday Writer (Bedford)
  - g. Norton Field Guide to Writing
  - h. Norton Sampler
  - i. Successful College Writing (Bedford)
  - j. Bedford Guide to Student Writing (Bedford)

2. Supplemental hand-outs, slides, videos, etc.
3. Outside reading/research required and determined by instructor.
4. Handbook of instructor's choice.

**VI. METHODS OF PRESENTATION/INSTRUCTION**

- A. Methods of presentation and delivery format are determined by the instructor. They traditionally include some combination of the following:
1. Technology enhanced lecture
  2. Classroom discussion
  3. Interactive group activities
  4. Audio visual materials

**VII. METHODS OF EVALUATION**

- A. Methods of evaluation typically include a combination of the following:
1. Essays
  2. Assignments, projects, and portfolios
  3. Exams and quizzes
- B. Students will receive a course outline/syllabus indicating the instructor's specific attendance policy, course requirements, and grading criteria.

**VIII. INSTITUTIONAL DEFINED SECTION**

*To be used at the discretion of each community college as deemed necessary.*