



COURSE NAME: COMPOSITION

COURSE NUMBER: ENG* 101

CREDITS: 3

CATALOG DESCRIPTION: The study of skills necessary for effective written communication. The course includes analyses of outstanding non-fiction prose works. The principles of rhetoric and logic are also applied in frequent writing assignments.

PREREQUISITES: Satisfactory score on placement examination OR passing BOTH courses in one of the following course sets with a grade of C or higher: [ENG 043 and ENG 073] OR [ENG 092 and ENG 095]

General Education Competencies Satisfied:

HCC General Education Requirement Designated Competency Attribute Code(s):

WRCX **Written Communication in English I**

Additional CSCU General Education Requirements for CSCU Transfer Degree Programs:

None

Embedded Competency(ies):

CRIX **Critical Analysis & Logical Thinking (Outcomes 1 2 3 4 5)**

ED **Appreciation of the Ethical Dimensions of Humankind (Outcomes 1 2 3 4)**

Discipline-Specific Attribute Code(s):

None

Course objectives:

General Education Goals and Outcomes:

Written Communication in English I and II: Students will be prepared to develop written texts of varying lengths and styles that communicate effectively and appropriately across a variety of settings.

Embedded Critical Analysis & Logical Thinking: Students will be able to organize, interpret, and evaluate evidence and ideas within and across disciplines; draw reasoned inferences and defensible conclusions; and solve problems and make decisions based on analytical processes.

1. Demonstrate competence in argumentation by identifying issues, evidence and reasoning processes; distinguishing facts from opinion; recognizing various types of arguments.
2. Demonstrate competence in formulating arguments by formulating good arguments, including a significant focus on inductive reasoning.

3. Demonstrate competence in analysis by breaking subject matter into components and identifying their interrelations to ascertain the defining features of the work and their contributions to the whole.
4. Demonstrate competence in evaluation by identifying assumptions, assessing the quality and reliability of sources of evidence, and demonstrating knowledge of the criteria for evaluating the success of each kind of inference.
5. Demonstrate competence in synthesis, drawing together disparate claims into a coherent whole in order to arrive at well-reasoned and well-supported inferences that can be justified as a conclusion

Embedded Appreciation of the Ethical Dimensions of Humankind: Students will identify ethical principles that guide individual and collective actions and apply those principles to the analysis of contemporary social and political problems.

1. Respond critically to ethical issues.
2. Apply appropriate concepts and terminology in identifying ethical problems, proposing and defending solutions to them.
3. Apply standards and practices of scholarship, research, and documentation to defend positions and beliefs, including reevaluating beliefs in light of unforeseen implications or new evidence.
4. Recognize the value of creative, collaborative, and innovative approaches to problem-solving, including the ability to acknowledge differing points of view.

Course specific outcomes:

Respond to Rhetorical Situations

- Adapt writing as audience and purpose requires
- Develop and apply an independent writing process that includes generating, revising, editing, and proofreading
- Reflect on and explain writing choices regarding audience and purpose

Engage with and Use Authoritative Sources

- Use the reading process to differentiate between supporting points, evidence, and reasoning in complex texts (texts that engage with multiple perspectives and use a variety of rhetorical strategies and evidence)
- Employ effective annotation skills to the reading of complex texts
- Locate and evaluate sources appropriate to the rhetorical situation
- Interpret and analyze argument, evidence, and rhetorical strategies in complex texts
- Evaluate information in complex texts for accuracy, validity, and relevance, with particular attention to the type and purpose of source material
- Demonstrate critical and evaluative reading comprehension
- Write accurate summaries and paraphrases of complex texts and differentiate these from student's own writing
- Respond to an argument in a complex text and synthesize perspectives in multiple texts

- Integrate complex texts to fulfill the rhetorical purpose

Craft Logical Arguments

- Produce essays with clear thesis statements (or controlling ideas) and logical support for assertions
- Compose unified, coherent, and fully developed paragraphs with attention to transitions and signal phrasing for source material
- By the end of the semester, write at least one thesis-driven, text-based essay of 1500 words demonstrating competent argumentation using complex texts

Apply Language Conventions

- Apply Standard English language conventions (diction, tone, or level of formality) consistently, with particular attention to college-level writing situations
- Cite varied sources in MLA citation style

COURSE CONTENT:

PreWriting

- A. Brainstorming
- B. Choosing a Topic
- C. Narrowing a Topic
- D. Establishing a Thesis

Organizing the Essay

- A. Audience
- B. Outline
- C. Introduction
- D. Middle Paragraphs
- E. Conclusion

Revision

- A. Reconsidering Aim
- B. Reconsidering Tone
- C. Reconsidering Structure
- D. Multiple Drafts
- E. Peer Review

Editing

- A. Sentences Rhetorically Effective
- B. Word Choice
- C. Grammar
- D. Punctuation and Spelling
- E. Proofreading and Final Draft

Methods of Development/Papers (3 or 4)

- A. Description
- B. Narration
- C. Comparison
- D. Definition
- E. Classification and Division
- F. Cause and Effect
- G. Persuasion/Argument (mandatory)
- H. Non Fiction Readings To Accompany Methods

Research

- A. Library Tour
- B. Finding Books and Articles
- C. Taking Notes/Sources
- D. Documentation
- E. Plagiarism