

COURSE OUTLINE **EG101 – English Composition I**

Course Description:

EG101*. English Composition I. 3 hours credit. Prerequisite: An average of "C" or better in high school English and a score at a predetermined level on a diagnostic instrument selected by the English Department or successful completion of EG060 (Fundamentals of English). English Composition I provides the students learning and writing experiences allowing them to improve their knowledge, skills, and understanding of writing and reading. This course enables the students to communicate effectively through a variety of writing activities. The students will recognize the importance of the grammatical and rhetorical structure of language as applied to greater effectiveness and clarity in writing. Regular writing assignments will enable students to recognize the process of creating clear and accurate documents.

Course Relevance:

A foundational skill to all cultures, the written text establishes laws, clarifies communication between people, and provides entertainment. This course emphasizes the crucial societal role of clear and accurate written communication to the student. Throughout the course the student will develop a clearer sense of the human experience critical thinking skills by responding to various types of texts through reading, discussion, and writing. Through this exposure, the student will acquire tools for improving and fostering effective communication skills.

Required Materials:

Faigley, L. (2006). *The Brief Penguin Handbook* (2nd ed.). P/Longman-Publisher

Neuleib, Janice, et al., Butler Community College Department of English, comps. *The Mercury Reader*. Boston: Pearson Custom Publishing, 2004.

Required: A good dictionary of Standard English usage is required for this class. An inexpensive, hard bound dictionary may be purchased through the BCCC Bookstore on campus (check for availability at other sites), or you may use one you currently have if it is a current, college level edition.

Telecourse materials:

Independent study of audio/video materials augmented by text and study guide; collaboration and participation with class members and faculty via available means. Faculty role is facilitator of learning experiences.

Text:

Hairston & Ruszkiewicz. The Scott, Forsman Handbook for Writers. 6th ed. Harper Collins. and Writer's Repertoire by Gong, Addison-Wesley.

Study Guide:

Telecourse Study Guide for the Write Course by DCCCD. HBJ/Holt/Dryden, 1984.

Videos:

The Write Course, 22 30-minute lessons.

Miscellaneous:

Students with impaired sensory, manual or speaking skills are encouraged and have the responsibility to contact their instructor in a timely fashion regarding reasonable accommodation needs.

Learning Outcomes:

The intention is for the student to be able to:

1. Improve their knowledge, skills, and abilities in producing written documents
2. Improve their ability to analyze and respond to written texts and documents
3. Produce at least six documents (essays and other textual formats) that communicate effectively
4. Demonstrate skills in evaluating, editing/revising, and responding to their own and others' documents.
5. Use varied sentence structure with correct punctuation.
6. Apply pre-writing techniques for generating subject matter and to effectively narrow or limit subject matter and ideas.
7. Write effective sentences, paragraphs, and essays using good diction and correct usage.
8. Write essays that are free of grammatical error, which would interfere with communication.
9. Use transitional words, phrases, and paragraphs that show relationships between various sentences in a paragraph and between paragraphs in an essay.
10. Understand, identify, and write clear thesis statements and topic sentences and to develop clear methods of supporting them.
11. Understand and identify a basic essay structure and to write an essay that includes an introduction, body, and conclusion.
12. Demonstrate skills in evaluating, editing, and revising writing.
13. Identify and use various methods of development in writing an essay, more specifically -- narration, comparison/contrast/analogy, process analysis, division/classification, cause and effect, and definition.
14. Read, discuss, and analyze essays for use as models.
15. Incorporate critical thinking into the structure and significance of writing.
16. Use a dictionary to improve reading comprehension and writing skills, as well as to revise and to edit writing, to improve word choice and accuracy of expression, and to correct spelling errors.

17. Consult a dictionary and apply definitions to reading assignments for improved vocabulary and reading skills.

Learning PACT

Through the student involvement in this course, he/she will develop and document his/her achievement of the following PACT skills:

Primary skills (developed and documented):

1. Writing
 - By way of brainstorming, drafting, and revising skills, the student will write a minimum of six essays based on a variety of rhetorical patterns.
2. Critical thinking
 - Through written assignments, reading, and classroom participation activities, the student will develop critical thinking and analytical skills.
3. Historical interpretation
 - Students will respond to various written texts and events in the historical context of the past, present and future.

Secondary skills (developed but not documented):

Self-concept
Teamwork
Aesthetic Response
Valuing Diversity
Reading
Listening
Speaking
Computer Literacy
Internet Use

Assessment Tasks:

These learning outcomes and primary Learning PACT skills will be demonstrated by:

1. Writing a “Common Essay” during the 10th week of the course

Course Content:

(Note: The items listed in the Course Content of Fundamentals of English, English Composition I, and English Composition II follow a parallel structure based on the notion that the writer continues to develop the craft of writing at a progressively higher level.)

- I. Themes - Key recurring concepts that run throughout this course:
 - A. Purpose and Audience
 - B. Rhetorical awareness
 - C. Grammatical accuracy
 - D. Language accuracy
- II. Issues - Key issues that will be addressed in this course: areas of conflict that must be understood in order to achieve the intended outcome:
 - A. Grammatical accuracy

- B. Clear, effective sentence, paragraph, and essay development
 - C. Spatial, Emphatic, and Chronological order
 - D. Vocabulary accuracy
- III. Concepts – Key concepts that must be understood to address the issues:
- A. Purpose and focus (thesis)
 - B. Audience
 - C. Rhetorical strategy
 - D. Order
 - E. Significance
- IV. Skills - Actions that are essential to achieve the course outcomes:
- A. Developing thesis and topical sentence.
 - B. Developing essays through a variety of rhetorical strategies
 - C. Writing clear and mechanically accurate sentences
 - D. Varying sentence structures.
 - E. Utilize transitions effectively
 - F. Developing a coherent essay consisting of an introduction, body (supporting details and images), and a conclusion
 - G. Using appropriate language

Learning Units:

I. Grammatical Awareness

- A. Correct use of the parts of speech.
- B. Correct agreement of subjects and verbs and tense.
- C. Correct use of punctuation within sentences: period, comma, semicolon, colon dash, exclamation point, question mark, and quotation marks.
- D. Utilization of a dictionary, handbook, or computer for spelling, capitalization, and other spelling and grammatical problems.
- E. Revise grammatical errors, as well as revise and rewrite errors in sentence and paragraph logic, clarity, and completeness.

II. Writing

- A. Generate subject matter for writing essays using a variety of prewriting techniques.
- B. Write thesis and topical sentences that develop one idea/topic/focus.
- C. Know and incorporate transitional words and phrases within the paragraphs of an essay.
- D. Write essays using a variety of rhetorical strategies including description, exemplification, narration, process analysis, comparison and/contrast, classification, cause and effect, and definition as a means of critically thinking about and organizing an essay.
- E. Identify and revise grammatical errors, as well as revise and rewrite problems in sentence and paragraph logic, clarity, and completeness.

III. Writing Requirements

- A. Utilize prewriting, drafting, and revising techniques.
- B. Write six essays (chosen from the following):

1. Narration
2. Description
4. Exemplification
5. Process
6. Comparison and Contrast
7. Cause and Effect
8. Definition

Learning Activities:

Classroom:

Methods of class instruction will include class discussion/notes, open lecture, exams, tests (including quizzes and chapter or unit tests), handouts, audio-visual aids, study guides, writing assignments (included in a portfolio), panel discussions, reports, and individual conferences. All instructors may use these methods individually or in combination. The Center for Independent Study (CIS) tutors are available for those students having difficulty in a particular area to seek additional assistance in course work.

Grade Determination:

Evaluations are based on the following: attendance/participation, exercises and exams, and the portfolio. Grades are determined by total points and are distributed in the following fashion: 90% and above - A, 80% - B, 70% - C, 60% - D. Any questions about grades should be directed toward the instructor.