

## **COURSE OUTLINE** **English Composition I**

### **Course Description**

EG 101. English Composition I. 3 hours credit. Prerequisite: A score at a predetermined level on a diagnostic instrument selected by the English Department or EG 060 with a C or better. This course will enable the student to communicate effectively through a variety of writing and reading activities to develop knowledge, skills, and critical thinking. The student will recognize the importance of the grammatical and rhetorical structure of language as applied to greater effectiveness and clarity in writing. The student will recognize the process and importance of creating clear and accurate documents.

### **Course Relevance**

Relevant 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 and 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**

Neuleib, Janice, et al., Butler Community College Department of English. The Mercury Reader. Boston: Pearson Custom Publishing, 2008.

Wysocki, Anne Frances and Dennis A. Lynch. The DK Handbook 1<sup>st</sup> ed. New York: Pearson, 2008.

### **Supplementary Materials**

A current collegiate dictionary of Standard English is highly recommended for this class.

### **Learning Outcomes**

The intention is for the student to be able to:

1. Develop, organize, and write essays (with a minimum of 500 words) which utilize a variety of rhetorical patterns.
2. Read, discuss, and analyze essays for use as models in the development of critical thinking.
3. Demonstrate an awareness of correct English grammar and writing style.

## **Learning PACT skills that will be developed and/or documented in this course**

Through the student's involvement in this course, he/she will develop his/her ability in the following PACT skill areas:

### **Communication Skills**

1. Creation and delivery of messages
  - Through brainstorming, drafting, and revising skills and practice, the student will write essays based on a variety of rhetorical patterns.
  - Through the reading of model paragraphs and essays, the student will become familiar with analyzing the structure, style, and content of a text.

### **Analytical Thinking Skills**

2. Critical thinking
  - Through written assignments and classroom participation activities, the student will develop critical thinking and analytical skills as applied to writing.

### **Technology Skills**

3. General computer use
  - Through the use of technology, the student will develop various written texts.

## **Major Summative Assessment Task**

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

1. Developing, organizing, and writing a Common Essay assignment (C and T skills) which demonstrates an awareness of correct English grammar, structure, and style (A skill).

## **Course Content**

- 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 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. Language 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/Competencies - Actions that are essential to achieve the course outcomes:
  - A. Developing thesis statements and topic sentences
  - B. Developing essays through a variety of rhetorical strategies
  - C. Writing clear and mechanically accurate sentences

- D. Varying sentence structures
- E. Using transitions effectively
- F. Developing a coherent essay consisting of an introduction, body (supporting details and images), and a conclusion
- G. Using effective language

## **Learning Units**

- I. Understanding the process of writing
  - A. Ensuring success in writing
  - B. Generating ideas through prewriting
  - C. Composing/creating a draft
  - D. Refining and polishing the draft
  - E. Utilizing editing processes
  
- II. Using patterns of essay development
  - A. Narration
  - B. Description
  - C. Example/exemplification
  - D. Process
  - E. Definition
  - F. Comparison and contrast
  - G. Cause and effect
  - H. Division and classification
  - I. Argument
  
- III. Styling paragraphs in the essay
  - A. Understanding paragraphs
    - 1. Order
      - a. emphatic
      - b. chronological
      - c. spatial
  - B. Transitions
  - C. Creating an impression
    - 1. Understanding and utilizing voice
      - a. Passive and active voices
      - b. Maintaining consistency in voice
  
- IV. Styling sentences
  - A. Understanding sentence basics
    - 1. Sentence types
    - 2. Subjects and predicates
  - B. Understanding sentence errors
    - 1. Fragments
    - 2. Run-ons
  - C. Understanding coordination and subordination
  - D. Subject and Verb agreement

- E. Basic tenses for regular and irregular verbs
  - F. Parallelism
  - G. Figurative language
    - 1. Abstract and concrete language
    - 2. Denotation and connotation
- V. Keeping writing correct
- A. Nouns: Working effectively with words and names
  - B. Pronouns: Understanding case, clear pronoun-antecedent agreement and basic pronoun usage
  - C. Adjectives and Adverbs: Using modifying words effectively
  - D. Parallelism: Presenting related items in a similar form
  - E. Spelling: Focusing on correctness
    - 1. Using a dictionary
    - 2. Increasing vocabulary awareness
  - F. Commas
  - G. Other punctuation and capitalization
- VI. Connecting with the essay
- A. Writing essays with various purposes and audiences
  - B. Examining types of essay styles
  - C. Reading essays for purpose, audience, content, and style

### **Learning Activities**

Methods of class instruction may 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.

### **Grade Determination**

The student will be graded on learning activities and assessment tasks. Grade determinants may include the following: daily work, quizzes, chapter or unit tests, participation, exercises and exams, written assignments, portfolios and other methods of evaluation employed at the discretion of the instructor.