

COURSE OUTLINE **English Composition I**

Course Description

EG101. English Composition I. 3 hours credit. Prerequisite: A score at a pre-determined level on a placement instrument or a C or better in EG 060 and RD 012. In English Composition I the student will communicate effectively through a variety of writing activities. The student will develop knowledge, skills, and critical thinking in regard to writing and reading. 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 through regular writing assignments.

Course Placement

EG 101 Composition I enrollment is determined by a score of 18 or higher on the English section of the ACT or a 74 or higher on the Writing Skills section of COMPASS and a score of 15 or higher on the Reading section of the ACT or a 70 or higher on the Reading section of the COMPASS. EG 060 Fundamentals of English enrollment is determined by a score of 33-73 on the Writing Skills section of the COMPASS. EG 052 Sentence and Paragraph Writing enrollment is determined by scores up to 32 on the Writing Skills section of the COMPASS. Please see an advisor for English placement based on other placement test scores as well as Reading placement.

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 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

Howard, Rebecca Moore. *Writing Matters*. New York: McGraw-Hill, 2010. Print.

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

* - For complete textbook information, refer to <http://www.butlercc.bkstr.com>

Supplementary Materials

The department recommends that students also invest in the following: A 2-4 gigabyte flash drive for storing assignments. A good dictionary of Standard English usage is

highly recommended for this class. An inexpensive, hardbound dictionary may be purchased through the BCC Bookstore on campus (check for availability at other sites), or the student may use a current, collegiate level edition. (Some instructors may have additional recommendations.)

Learning Outcomes

The intention is for the student to be able to:

1. Develop, organize, and write a minimum of six, error-free free essays (each with a minimum of 500-750 words) which utilize a variety of rhetorical patterns.
2. Read, discuss, and analyze essays for use as models and critical thinking.
3. Demonstrate an awareness of correct English grammar and a collegiate-level writing style.

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

Through involvement in this course, the student will develop ability in the following PACT skill area(s):

Analytical Thinking Skills

1. Critical thinking
 - Through written assignments, reading, and classroom participation activities, the student will develop critical thinking, analytical, and argumentative skills.

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.

Technology Skills

1. Discipline-specific technology
 - Through the use of technology, the student will develop various written texts.

Major Summative Assessment Task(s)

These learning outcome(s) and the Learning PACT skill(s) will be demonstrated by:

1. Developing, organizing, and writing a “Common” essay assignment (C and T skill) given during a specific week of the course which demonstrates an awareness of correct English grammar, structure, and collegiate-level writing style (A skill).

Course Content

- I. Skills or Competencies- Actions that are essential to achieve the course outcomes:
 - A. Developing thesis and topic 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 a introduction, body (supporting details and images), and a conclusion
 - G. Using effective language

- H. Acknowledging and citing source information
- II. Themes - Key recurring concepts that run throughout this course:
 - A. Purpose and Audience
 - B. Rhetorical awareness
 - C. Grammatical accuracy
 - D. Language accuracy
 - E. Research skills and terms
- III. 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
 - E. Crediting source information/plagiarism
- 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
 - F. Style guides

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
 - 2. Transitions
 - 3. Creating an impression
 - B. Understanding and utilizing voice
 - 1. Passive and active voices
 - 2. Maintaining consistency in voice
- IV. Styling sentences
- A. Understanding sentence basics
 - 1. Sentence types
 - 2. Subject 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 name
 - 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
- VII. Documenting sources (focus on research skills)
- A. Why cite and document sources
 - 1. What is plagiarism?
 - 2. Tips for avoiding plagiarism
 - B. Citing and documenting sources
 - C. Using style guides

Learning Activities

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. Students may make use of faculty and/or student mentors in the Learning Lab. Tutors are available for those students having difficulty in a particular area.

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.