

# **ENG 101**

## **ENGLISH COMPOSITION I**

**PRESENTED AND APPROVED: DECEMBER 7, 2012**

**EFFECTIVE: FALL 2013-14**

Prefix & Number ENG 101	Course Title: English Composition I
Purpose of this submission:	<input type="checkbox"/> New <input checked="" type="checkbox"/> Change/Updated <input type="checkbox"/> Retire
If this is a change, what is being changed? (Check all that apply) Course Goals have an addition	<input type="checkbox"/> Update Prefix <input type="checkbox"/> Course Description <input type="checkbox"/> Title <input type="checkbox"/> Course Number <input type="checkbox"/> Format Change <input type="checkbox"/> Credits <input type="checkbox"/> Prerequisite <input checked="" type="checkbox"/> Competencies <input type="checkbox"/> Textbook/Reviewed Competencies-no changes needed
Does this course require additional fees?	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes If so, please explain.
Is there a similar course in the course bank?	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (Please identify)
<b>Articulation: Is this course or an equivalent offered at other two and four-year universities in Arizona?</b> <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (Identify the college, subject, prefix, number and title: ASU: ENG 101,First-year Composition; NAU: ENG 101,English Composition/First Semester; UA:ENGL 101, Introduction to College Writing; Arizona Western College: ENG 101, Freshman Composition; Central Arizona College: ENG 101, English Composition III; Cochise College: ENG 101, English Composition I; Coconino Community College: ENG 101,College Composition I; Eastern Arizona College: ENG 101, Written Communications I; Northland Pioneer College: ENL 101, College Composition I; Yavapai College: ENG 101, College Composition I. Maricopa County Community Colleges: ENG 101, First-year Composition	
Is this course identified as a Writing Across the Curriculum course? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	

### Course Textbook, Materials, and Equipment

Textbook(s)  Current edition	Title	Steps to Writing Well with Additional Readings. 8 <sup>th</sup> Edition.
	Author(s)	Wyrick, Jean
	Publisher	Thompson
	Title	A Writer's Reference, with Writing about Literature, 7 <sup>th</sup> edition
	Author(s)	Hacker, Diana
	Publisher	Bedford/St.Martin's
Software/ Equipment		

## Course Assessments

<p>Description of Possible Course Assessments (Essays, multiple choice, etc.)</p>	<p>The student in English 101 is evaluated on preparedness, participation, and performance on a variety of graded essays and writing assignments which have a combined assigned length of at least 5000 words (1500 of which might be revision). Four formal essays are required. One of the essays must be argumentative; others will be chosen from the following rhetorical modes: description, narration, exemplification, process analysis, definition, classification/division, causal analysis, and comparison/contrast. These assignments also fulfill the required writing component for Writing Across the Curriculum.</p> <p>At the instructor's discretion, the following areas may also be evaluated: exercises from the text or workbook, quizzes or exams over grammatical and mechanical elements, oral presentations, and attendance and participation in class assignments/discussions and peer writing/revising groups.</p>
<p>Exams standardized for this course?</p> <p><input type="checkbox"/> Midterm  <input type="checkbox"/> Final  <input type="checkbox"/> Other (Please specify):</p>	<p>Are exams required by the department?</p> <p><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes          If Yes, please specify:</p>
<p>Where can faculty members locate or access the required standardized exams for this course? (Contact Person and Location)          Example: NCK – Academic Chair Office</p>	
<p><b>Student Outcomes: Identify the general education goals for student learning that is a component of this course.</b></p>	
<p style="text-align: center;"><b>Check all that apply:</b></p>	<p style="text-align: center;"><b>Method of Assessment</b></p>
<p>1. Communicate effectively.</p> <p style="padding-left: 20px;">a. Read and comprehend at a college level. <input checked="" type="checkbox"/></p> <p style="padding-left: 20px;">b. Write effectively in a college setting. <input checked="" type="checkbox"/></p>	<p>In-class or online reading and writing exercises; essays; quizzes and/or exams.</p>
<p>2. Demonstrate effective quantitative reasoning and problem solving skills. <input type="checkbox"/></p>	
<p>3. Demonstrate effective qualitative reasoning skills. <input checked="" type="checkbox"/></p>	<p>In-class or online reading and writing exercises; essays; peer editing exercises; quizzes and/or exams.</p>
<p>4. Apply effective methods of inquiry.</p> <p style="padding-left: 20px;">a. Generate research paper by gathering information from varied sources, analyzing data and organizing information into a coherent structure. <input checked="" type="checkbox"/></p> <p style="padding-left: 20px;">b. Employ the scientific method. <input type="checkbox"/></p>	<p>Paper requiring research and competent use of primary and secondary sources.</p>
<p>5. Demonstrate sensitivity to diversity</p> <p style="padding-left: 20px;">a. Experience the creative products of humanity. <input checked="" type="checkbox"/></p> <p style="padding-left: 20px;">b. Describe alternate historical, cultural, global perspectives. <input checked="" type="checkbox"/></p>	<p>In-class or online reading and writing exercises; essays; quizzes and/or exams.</p>

**Office of Instruction Use only:**

**CIP Code:**

**ONET Code:**

**Minimum Qualifications:**

**COURSE INFORMATION**

Initiator: Tim Montbriand			
Date of proposal to Curriculum Sub-Committee: 12-7-12			
Effective Semester/Year	Fall 2013	Spring	Summer
Prefix & Number: ENG 101		Full Title: English Composition I Short Title: ENG 101	
Catalog Course Description: Reviews the fundamentals of grammar, sentence structure, and paragraphs. Includes extensive theme writing with emphasis on exposition and critical thinking.			
SUN Course Number: ENG 1101			
Credit Hours: 3	Lecture Hours: 3	Lab Hours:	
Prerequisite(s) Appropriate score on assessment test or successful completion of PCS 021 and TRE 089			
Co-requisite(s)			

**Intended Course Goals**

***By the end of the semester, students will be able to do the following:***

1. Employ critical thinking skills both in reading source materials and in writing.
2. Organize writing for specific audiences and purposes.
3. Write an argumentative essay that demonstrates sound logical development.
4. Demonstrate consistency in writing conventions: voice, tone, diction, grammar, and mechanics.
5. Assess the validity of information used to support arguments.
6. Design strategies for revision of writing.

**Course Competencies and Objectives**

***By the end of the semester, students will be able to do the following:***

Competency 1 Apply the steps of the writing process.

Objective 1.1 Select a subject.

Objective 1.2 Organize ideas (listing/clustering).

Objective 1.3 Identify a focus and purpose for the essay.

Objective 1.4 Identify the characteristics of the audience.

Competency 2 Select rhetorical modes appropriate to the purpose and audience addressed.

Objective 2.1 Generate expository essays that incorporate the rhetorical strategies singly or in combination: description, narration, exemplification, process analysis, definition, classification/division, causal analysis, and comparison/contrast.

Competency 3 Generate thesis statements.

Objective 3.1 Evaluate stated and implied thesis statements.

Objective 3.2 Design thesis statements that demonstrate an understanding of the assigned topics and/or assigned rhetorical strategies.

Competency 4 Create paragraphs that are unified, coherent, and complete.

Objective 4.2 Prioritize details from least important to most important

Objective 4.3 Assess the quality of details/examples and their relevance to topic sentences, the thesis, and the audience.

Objective 4.4 Design paragraphs that demonstrate cognizance of chronology, inductive order, deductive order, and/or spatial order.

Objective 4.5 Write effective transitions between paragraphs and ideas.

Competency 5 Construct introductions and conclusions for formal essays.

Objective 5.1 Evaluate commonly used lead-ins.

Objective 5.2 Generate lead-ins that effectively and creatively introduce thesis statements.

Objective 5.3 Create closing paragraphs that correspond to lead-ins.

Objective 5.4 Create closing paragraphs that summarize the thesis and supporting arguments.

Competency 6 Compose essays that employ writing conventions appropriately and consistently.

Objective 6.1 Use diction appropriate to the relationship between the writer and the audience.

Objective 6.2 Use the proper tone: colloquial, informal, and formal.

Objective 6.3 Use the proper voice: active, passive.

Objective 6.4 Discriminate between denotative and connotative meanings.

Objective 6.5 Recognize sexist language.

Objective 6.6 Produce original and creative descriptions while maintaining a correct level of formality.

Objective 6.7 Demonstrate a knowledge of the fundamentals of grammar, punctuation, and sentence structure.

Competency 7 Use supporting information correctly.

Objective 7.1 Select reputable academic sources.

Objective 7.2 Introduce into an essay quotations or paraphrases that support arguments or refute counterarguments.

Objective 7.3 Discriminate between fact and opinion.

Objective 7.4 Recognize intellectual property rights.

Objective 7.5 Cite quotations and paraphrases according to MLA guidelines.

Objective 7.6 Create a Works Cited page according to MLA guidelines.

**Competency 8 Apply critical thinking skills to assessment and revision.**

**Objective 8.1 Utilize peer tutoring exercises.**

**Objective 8.2 Critique one's own writing for purpose, thesis, audience, clarity, and style.**

**Objective 8.3 Correct errors in grammar, punctuation, and mechanics.**

**Objective 8.4 Revise sentence structure to reflect a college-level sophistication.**