

ESSEX COUNTY COLLEGE
Humanities Division
College Composition I ENG 101

Course Number & Name: ENG 101 College Composition I

Credit Hours: 3.0 **Contact Hours:** 3.0 **Lecture:** 3.0 **Lab:** N/A **Other:** N/A

Prerequisites: Grade of "C" or better in ENG 096 or placement

Course Outline Revision Date: Fall 2020

Texts: *The Norton Reader* by Linda Peterson et al, 15th Edition
The Little Seagull Handbook by Richard Bullock, Michal Brody, and Francine Weinberg, 3rd Edition Ebook

Course Description: Writing of the multi-paragraph composition is taught, with concentration on the elements of theme, structure, and style. Principles of rhetoric are recognized and discussed through logical analysis of expository and argumentative essays. The course will culminate in the composition of a documented paper. Students will be introduced to library skills and be able access and process information using a range of media. In each unit, students will go through the following stages to ensure satisfactory completion of all assignments: planning, forming the rough draft, editing, revising, and rewriting.

GENERAL EDUCATION GOALS – The aggregate of the core courses will have the following goals:
(Note: Each core course need not address all nine goals. However, each course should attempt to address as many of the four goals as possible within the parameters of the course).

1. Written and Oral Communication: Students will communicate effectively in both speech and writing.
2. Quantitative Knowledge and Skills: Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.
3. Scientific Knowledge and Reasoning: Students will use the scientific method of inquiry through the acquisition of scientific knowledge.
4. Technological Competency/Information Literacy: Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
5. Society and Human Behavior: Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
6. Humanistic Perspective: Students will analyze works in the field of art, music, or theater; literature; and philosophy and/or religious studies; and will gain competence in the use of a foreign language.
7. Historical Perspective: Students will understand historical events and movements in World, Western, non-Western, or American societies and assess their subsequent significance.
8. Global and Cultural Awareness of Diversity: Students will understand the importance of global perspective and culturally diverse peoples.
9. Ethics: Students will understand ethical issues and situations.

This course will primarily help to satisfy the first general education goal, effective communication in both speech and writing. The course will also at a minimum address general education goals 4, and 8. Individual instructors who wish to encourage their students to take cross-disciplinary approaches may also address general education goals 3, 5, 7, and 9.

Course Goals: Upon successful completion of this course, students should be able to do the following:

1. Write a composition.
2. Apply critical reading techniques through the analysis of selected materials.
3. Demonstrate proficiency in reading, writing, speaking, and listening

MEASUARALBE COURSE OBJECTIVES (MPOs):

Upon successful completion of this course, students should specifically be able to do the following:

1. Write a composition:
 - 1.1. choose an appropriate subject based upon an academic writing assignment;
 - 1.2. develop a topic within the area of the subject and assignment;
 - 1.3. write an introduction providing background necessary for understanding the argument to be made;
 - 1.4. write a thesis relevant to the assignment and to the argument being made and incorporate the thesis into the introduction;
 - 1.5. organize body paragraphs in a logical progression so that each sentence leads into the next;
 - 1.6. present body paragraphs in a structured and logical sequence;
 - 1.7. write an appropriate conclusion that brings the argument to a natural and logical close; and
 - 1.8. revise and edit the draft in the development of an appropriate final copy for submission to the instructor
2. Recognize and use various modes of writing in order to develop expository, argumentative, and creative compositions:
 - 2.1. recognize the use of various modes of writing in essays assigned by the instructor;
 - 2.2. recognize key words in writing assignments which imply the use of specific modes of writing;
 - 2.3. effectively and appropriately use various modes of writing as the overall support structure of student essays; and
 - 2.4. effectively and appropriately use various modes of writing in specific parts of student essays in a manner that appropriately supports the overall essay and its thesis
3. Identify expository and argumentative patterns and improve critical reading skills through reading, discussion, and analysis of essays:
 - 3.1. identify expository and argumentative patterns as they exist in assigned essays;
 - 3.2. explain how expository or argumentative writing was used in support of a writer's thesis;
 - 3.3. demonstrate critical reading skills in assigned essays by exploring the effectiveness of the essay relative to its stated goals, approach, and assertions; and
 - 3.4. demonstrate critical reading toward one's own writing through improved essay development and revision
4. Write a documented paper:
 - 4.1. write an introduction providing background necessary for understanding the argument to be made;
 - 4.2. write a thesis relevant to the assignment and to the argument being made incorporating the thesis into the introduction;
 - 4.3. write focused and unified body paragraphs relevant to the assignment and the thesis;
 - 4.4. organize body paragraphs in a logical progression so that each sentences leads into the next;
 - 4.5. present body paragraphs in a structured and logical sequence;
 - 4.6. provide and discuss appropriate textual evidence from the primary source to support the points he or she wishes to make;
 - 4.7. provide and discuss appropriate textual evidence from the secondary sources to support the points he or she wishes to make;
 - 4.8. enter into a dialogue with sources so that student's voice emerges and exercises control over

- the argument;
- 4.9. document all sources used in the research paper in accordance with MLA format providing both in-text citations and a works cited page; and
 - 4.10. write an appropriate conclusion that brings the argument to a natural and logical close
5. Access information in a range of media – including from the following: periodicals, reference materials, books, databases and the Internet:
- 5.1. utilize print sources including scholarly texts and periodicals in the development of a documented paper;
 - 5.2. determine authoritative sources on the Internet and use them appropriately in the development of papers;
 - 5.3. identify the resources available on-campus and/or at other convenient locations for scholarly research

METHOD OF INSTRUCTION: Lecture, Discussion, Peer-Editing, Documented Essay Project.

OUTCOMES ASSESSMENT: Checklist rubrics will be used to evaluate sampled student essays for the presence of the measurable objectives. A survey to be administered following exams will evaluate students' preparation for writing in response to essays. Rubrics will be used to evaluate the recognition of patterns and critical reaction to them in sampled writing assignments. Checklist rubrics will be used to evaluate the various elements of the documented paper. And a survey that is blueprinted to student learning objectives is to be administered during the twelfth week of the semester.

COURSE REQUIREMENTS: All students are required to:

1. Submit a diagnostic writing sample to be given at the beginning of the semester to assess individual needs and writing problems and to correct placement errors.
2. Write six multi-paragraph compositions, at least two of which will be written in class.
3. Complete the critical reading and analysis of several essays.
4. Write one documented paper using the MLA parenthetical form of citation and demonstrating the ability to use a range of print, electronic and other media.
5. Write a satisfactory in-class final examination. Note: Passage of the Divisional final exam is one of the requirements for passing the course. Final exams are maintained for a five-year period by the Divisional Testing Committee.

Academic Integrity: Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College. Academic dishonesty includes, but is not limited to, the following:

- plagiarism– failure to acknowledge another writer's words/ideas or give proper credit to sources of information;
- cheating-knowingly obtaining or giving unauthorized information on any test/exam or academic assignment;
- interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
- fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions. Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.

Student Code of Conduct: All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All

students are also expected to attend and be on time all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, *Lifeline*, for more specific information about the College's Code of Conduct and attendance requirements.

Methods of Evaluation: Final course grades will be computed as follows:

- **Six Multi-Paragraph Compositions (to be assigned by instructor) 50%**
Essays will show evidence of the extent to which students meet course objectives including, but not limited to, choosing an appropriate subject, developing a topic, an introduction, and a thesis, developing paragraph and essay structure, providing a conclusion, and showing evidence of editing and revision
- **Divisional Mid-Term Exam 10%**
The same objectives apply as with multi-paragraph compositions.
- **Documented Research Paper (to be assigned by instructor) 20%**
The documented research paper will show evidence of the extent to which students meet course objectives including, but not limited to, choosing an appropriate subject, developing a topic, an introduction, and a thesis, developing paragraph and essay structure, providing a conclusion, citing primary and secondary research sources, developing a "Works Cited page," and showing evidence of editing and revision. In addition, the student will utilize primary and secondary research sources in order to develop and support their thesis, while clearly maintaining their own voice in the dialogue.
- **Divisional Final Exam 20 %**
The same objectives apply as with multi-paragraph essays. Passage of final exam is course requirement.