ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Humanities, Fine Arts, and Social Sciences

COURSE: ENG 1001 English Composition I

Date: Fall 2022

Credit Hours: 3

Complete all that apply or mark "None" where appropriate:
Prerequisite(s): ENG 0900 and RED 0900 with a C or better

Enrollment by assessment or other measure? ☒ Yes ☐ No
If yes, please describe: by appropriate assessment.

Corequisite(s): None

Pre- or Corequisite(s): None

Consent of Instructor: ☐ Yes ☒ No

Delivery Method: ☒ **Lecture** 3 **Contact Hours** (1 contact = 1 credit hour)
☐ **Seminar** 0 **Contact Hours** (1 contact = 1 credit hour)
☐ **Lab** 0 **Contact Hours** (2-3 contact = 1 credit hour)
☐ **Clinical** 0 **Contact Hours** (3 contact = 1 credit hour)
☒ **Online**
☒ **Blended**
☒ **Virtual Class Meeting (VCM)**

Offered: ☒ **Fall** ☒ **Spring** ☒ **Summer**

CATALOG DESCRIPTION and IAI NUMBER (if applicable):
ENG 1001 introduces students to the complexity of writing, in particular expository, persuasive, and argumentative, as they engage with and reflect upon various writing situations by analyzing audience and purpose and engaging critically and ethically with a variety of texts and ideas. To that end, students will develop information literacy skills to better evaluate source credibility and compose formal academic writing with a focus on effective essays, paragraphs, and sentences as they write for a modern world, which

may include forms beyond the traditional academic essay. The course will focus on writing as a process, including strategic choices during pre-writing, organization of ideas, drafting, and substantive revision, with the majority of writing assignments involving the development of effective, logical, and well-supported arguments. **IAI Equivalent: C1 900**.

ACCREDITATION STATEMENTS AND COURSE NOTES:
Students must earn a C or better in this class for it to count as part of an IVCC transfer degree and/or as a course accepted by an IAI institution.

COURSE TOPICS AND CONTENT REQUIREMENTS:
Study of the essay form:
- Audience and purpose
- Thesis statement and topic sentences
- Rhetorical strategies and methods of development
- Transitions and logical progression of ideas
- Style and voice

Study of essay genres, including but not limited to:
- Expository
- Persuasive
- Argumentative

Study of writing and research as a process of academic discourse:
- Strategies for prewriting and preparation
- Analysis and response to a variety of texts
- Introduction to research and the ethical use, citation, and documentation of sources
- Review of grammar, punctuation, sentence structure, and mechanics (at the instructor's discretion as determined by student needs)
- Revision and editing strategies, like proofreading, soliciting and generating peer response to essays, self-assessment
- Use of word-processing software for text generation, design, and revision

INSTRUCTIONAL METHODS:
1. Lectures and discussions
2. Writing workshops and seminars
3. Group work
4. In-class and out-of-class writing assignments
5. Assigned readings
6. Instructor and peer evaluations of student writing
7. Self-assessment of student writing
8. Student conferences (at the instructor's discretion)
9. Guest presenters
10. Audio/visual presentations
11. Quizzes (at the instructor's discretion)
12. Exams (at the instructor's discretion)
13. Internet resources such as word-processing programs, online databases, a course management system, or other technological resources

EVALUATION OF STUDENT ACHIEVEMENT:
Students must
1. Participate in class discussions, workshops, and seminars.
2. Complete reading, writing, and other assignments given at the instructor's discretion.
3. Evaluate and revise written work.
4. Attend class in accordance with both college and instructor policies.
5. Author a variety of texts that may emphasize varied genres, purposes, audiences, discourse communities, and cultural contexts.
6. Use sources responsibly and ethically.

In English Composition I, each student must submit a minimum of four formal, revised essay-length writing assignments, with at least one essay of 1250 words or more. Formal essay-length writing assignments for each student must total at least 5000 words, with an emphasis on expository and persuasive writing. In terms of preparation and process, students should approach revisions with as much attention, care, and rigor as given to the earlier drafts.

Grading Scale: The grading scale used in English Composition I is at the discretion of the instructor; however, at least **70%** of the final course grade must be determined by the assessment of formal writing.

Evaluation Standards: Evaluation of written work will follow standards as delineated by English faculty regarding purpose, organization, support, and expression, as well as whether requirements of the assignment have been met and plagiarism has been avoided, as in the chart below.

The Grading Criteria for Writing Assignments of Illinois Valley Community College's English Department		
Purpose	Thesis	The thesis is the central idea of the essay that is appropriate for the assignment, gives the essay a controlling sense of purpose, and establishes a sustained and consistent focus. The thesis statement concisely expresses the main idea and previews the supporting ideas.
	Audience	The content and style are tailored for the intended audience.
	Format	The essay is formatted according to the standards of the discipline.
	Content	The essay meets assignment requirements.
Organization	Essay Structure	The essay demonstrates a logical progression of ideas, provides clear and smooth transitions among ideas, and uses structure appropriate to an academic essay.
	Body Paragraphs	All body paragraphs include a main idea expressed in a topic sentence strongly tied to the stated thesis, unified supporting details, and clear connections among ideas.
	Introduction and Conclusion	The introduction captures the reader's attention, transitions to the topic by giving context or background information, and presents the thesis statement. The conclusion reemphasizes the essay's thesis and main ideas and provides a sense of closure.
Support	Development of Ideas	The body supports the thesis with ample evidence; uses a variety of specific examples, quotations, or other details; and explains the evidence to show its connections to the thesis.
	Level of Thought	The essay presents clear, sophisticated, insightful ideas that recognize the complexity of the topic without inaccuracies or errors in reasoning.
	Use and Documentation of Sources	The essay accurately quotes and paraphrases credible sources, effectively balances source material with the writer's own ideas, and cites and documents correctly according to the standards of the discipline.
Expression	Use of Standard Written English	The essay is written in Standard English without errors in sentence boundaries, spelling, punctuation, mechanics, and grammar.
	Style	The essay is written in a consistent, academic tone, using varied sentence structure and accurate and precise word choice.

INSTRUCTIONAL MATERIALS:
Textbooks
Writing textbooks, with or without attached Readers, used in English Composition I are at the discretion of full-time faculty. Part-time faculty members are to use the textbook designated for English Composition I by the Dean of Humanities, Fine Arts, and Social Sciences, which may be informed by the full-time faculty members' suggestions.

Other style guides or grammar handbooks at the instructor's discretion.

Resources
Word-processing software and other computer applications
Web pages
Online course management system
Handouts
Online resources
Audio/Video resources

LEARNING OUTCOMES AND GOALS:
Institutional Learning Outcomes
☒ 1) Communication – to communicate effectively;
☒ 2) Inquiry – to apply critical, logical, creative, aesthetic, or quantitative analytical reasoning to formulate a judgement or conclusion;
☐ 3) Social Consciousness – to understand what it means to be a socially conscious person, locally and globally;
☐ 4) Responsibility – to recognize how personal choices affect self and society.

COURSE OUTCOMES AND COMPETENCIES
Upon completion of the course, the student will be able to:
Outcome 1: Read a variety of texts with understanding and appreciation
    Competency 1.1: React to texts through verbal and written responses
    Competency 1.2: Understand an author's meaning and purpose
    Competency 1.3: Recognize how an author conveys meaning and develops ideas
    Competency 1.4: Recognize, appreciate, and discuss a variety of writing styles and strategies
Outcome 2: Understand invention as a part of the writing process, especially when directed for a communicative purpose
    Competency 2.1: Generate valid ideas from texts
    Competency 2.2: Analyze a body of facts or ideas related to a given subject
    Competency 2.3: Determine a purpose for writing a text (to inform, to argue, etc.)
    Competency 2.4: Choose a main idea or subject and narrow it to a topic
    Competency 2.5: Identify an appropriate audience and audience expectations
    Competency 2.6: Recognize rhetorical strategies (narration, exemplification, etc.)
    Competency 2.7: Use a variety of rhetorical strategies to develop ideas in essays
Outcome 3: Organize and develop ideas effectively and logically in essays
    Competency 3.1: Formulate thesis statements that are appropriate for assignments
    Competency 3.2: Adhere to a thesis statement throughout an essay
    Competency 3.3: Use topic sentences subordinate to a thesis statement
    Competency 3.4: Arrange a body of facts or ideas in a related order
    Competency 3.5: Write paragraphs unified by topic sentences
    Competency 3.6: Write paragraphs developed with specific support and focused on one idea each
    Competency 3.7: Demonstrate the ability to use transitional words, phrases, and sentences
    Competency 3.8: Develop a logical progression of ideas through an essay

Outcome 4: Develop effective, logical, and well-supported arguments
    Competency 4.1: Understand the difference between claims and facts
    Competency 4.2: Understand the difference between supportable positions and opinion
    Competency 4.3: Use specific details to support arguments
    Competency 4.4: Use inductive and deductive reasoning in persuasive essays
    Competency 4.5: Recognize and avoid common logical fallacies

Outcome 5: Express ideas consistently and appropriately for task and audience
    Competency 5.1: Use consistent, appropriate viewpoint, tone, and voice for specific audiences and purposes
    Competency 5.2: Understand how word choice and sentence structure affect tone and voice
    Competency 5.3: Recognize the conventions of formal writing
    Competency 5.4: Understand and avoid stylistic weaknesses in word choice (wordiness, use of clichés, etc.)
    Competency 5.5: Understand and avoid stylistic weaknesses in syntax (redundant sentence structure, etc.)
    Competency 5.6: Recognize how audience and purpose affect a writer's stylistic choices
    Competency 5.7: Identify and eliminate stylistic weaknesses from essays
    Competency 5.8: Effectively proofread for grammatical or stylistic errors and formatting mistakes
    Competency 5.9: Identify and correct common grammar, punctuation, syntax, and word choice errors
    Competency 5.10: Use a word-processing program to identify and fix errors

Outcome 6: Strengthen essays through the revision process
    Competency 6.1: Recognize the difference between revising and editing
    Competency 6.2: Analyze the effectiveness of an essay's thesis, topic sentences, support and development of ideas, etc.
    Competency 6.3: Reassess a draft and make appropriate improvements to that draft

Outcome 7: Understand documentation, plagiarism, and source credibility
    Competency 7.1: Document sources correctly according to an accepted system of documentation
    Competency 7.2: Distinguish between personal ideas and information from outside sources
    Competency 7.3: Understand when and why documentation is necessary
    Competency 7.4: Define and avoid plagiarism
    Competency 7.5: Paraphrase and summarize information from sources
        Competency 8.6: Use technology to understand and avoid plagiarism
    Competency 7.7: Critically examine information from various sources in order to evaluate accuracy, authority, currency, and point of view/intention
    Competency 7.8: Identify usefulness and relevancy of information sources for an assignment or purpose
    Competency 7.9: Recognize a scholarly, peer-reviewed article and identify its key components