

# ILLINOIS VALLEY COMMUNITY COLLEGE



## COURSE OUTLINE

**DIVISION:** English, Mathematics, Education

**COURSE:** ENG 1001: English Composition I

**Date:** October 26, 2010

**Credit Hours:** 3

**Prerequisite(s):** Placement according to IVCC's Accuplacer English placement exam, ACT English subscore of 21, or successful completion of ENG 0900 or the individualized lab modules of ENG 0910, ENG 0911, and ENG 0912 and Accuplacer reading exam score of 68 or higher, or ACT reading subscore of 21 or higher, or successful completion of RED 0900 or the individualized lab modules of RED 0910, RED 0911 and Red 0912.

**Delivery Method:**

<input checked="" type="checkbox"/> <b>Lecture</b>	<b>0 Contact Hours (1 contact = 1 credit hour)</b>
<input type="checkbox"/> <b>Seminar</b>	<b>0 Contact Hours (1 contact = 1 credit hour)</b>
<input type="checkbox"/> <b>Lab</b>	<b>0 Contact Hours (2 contact = 1 credit hour)</b>
<input type="checkbox"/> <b>Clinical</b>	<b>0 Contact Hours (3 contact = 1 credit hour)</b>
<input checked="" type="checkbox"/> <b>Online</b>	
<input checked="" type="checkbox"/> <b>Blended</b>	

**Offered:** X **Fall**   X **Spring**   X **Summer**

**IAI Equivalent –*Only for Transfer Courses***-go to <http://www.itransfer.org>: C1 900

### **CATALOG DESCRIPTION:**

English Composition I allows the student to study and apply rhetorical principles of writing in developing effective sentences, paragraphs, and essays, with particular emphasis on analyzing and writing expository prose. Students' essays will be based upon their readings of a variety of texts on various topics. The course includes the use of various computer applications, including word-processing and the Internet.

## GENERAL EDUCATION GOALS ADDRESSED

*[See the last page of this form for more information.]*

### Upon completion of the course, the student will be able:

[Choose those goals that apply to this course.]

- To apply analytical and problem solving skills to personal, social and professional issues and situations.
- X To communicate orally and in writing, socially and interpersonally.
- To develop an awareness of the contributions made to civilization by the diverse cultures of the world.
- To understand and use contemporary technology effectively and to understand its impact on the individual and society.
- X To work and study effectively both individually and in collaboration with others.
- To understand what it means to act ethically and responsibly as an individual in one's career and as a member of society.
- To develop and maintain a healthy lifestyle physically, mentally, and spiritually.
- To appreciate the ongoing values of learning, self-improvement, and career planning.

### EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

*[Outcomes related to course specific goals.]*

#### 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: Generate valid ideas from texts

Competency 1.3: Understand an author's meaning and purpose

Competency 1.4: Recognize how an author conveys meaning and develops ideas

Competency 1.5: Recognize, appreciate, and discuss a variety of writing strategies

Outcome 2: Understand invention as a part of the writing process

Competency 2.1: Analyze a body of facts or ideas related to a given subject

Competency 2.2: Arrange a body of facts or ideas in a related order

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

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 a essay

Competency 3.3: Use topic sentences subordinate to a thesis statement

Competency 3.4: Write paragraphs unified by topic sentences

Competency 3.5: Write paragraphs developed with specific support and focused on one idea each

Competency 3.6: Demonstrate the ability to use transitional words, phrases, and sentences

Competency 3.7: 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: Understand and use a variety of rhetorical methods for developing ideas

Competency 5.1: Recognize rhetorical strategies (narration, exemplification, etc.)

Competency 5.2: Use a variety of rhetorical strategies to develop ideas in essays

Outcome 6: Maintain a consistent and appropriate viewpoint, tone, and voice

Competency 6.1: Use appropriate viewpoint, tone, and voice for specific audiences and purposes

Competency 6.2: Understand how word choice and sentence structure affect tone and voice

Competency 6.3: Recognize the conventions of formal writing

Competency 6.4: Understand the concept of “voice”

Competency 6.5: Use a consistent and appropriate voice throughout a essay

Outcome 7: Strengthen essays through the revision process

Competency 7.1: Recognize the difference between revising and editing

Competency 7.2: Analyze the effectiveness of an essay’s thesis, topic sentences, support and development of ideas, etc.

Competency 7.3: Reassess a draft and make appropriate improvements to that draft

Outcome 8: Write essays free of common stylistic weaknesses

Competency 8.1: Understand and avoid stylistic weaknesses in word choice (wordiness, use of clichés, etc.)

Competency 8.2: Understand and avoid stylistic weaknesses in syntax (redundant sentence structure, etc.)

Competency 8.3: Recognize how audience and purpose affect a writer's stylistic choices

Competency 8.4: Identify and eliminate stylistic weaknesses from essays

Outcome 9: Write essays free of excessive errors

Competency 9.1: Effectively proofread for errors

Competency 9.2: Identify and correct common grammar, punctuation, syntax, and word choice errors

Outcome 10: Use word-processing software and the Internet to assist in the writing process

Competency 10.1: Use a word processor through all stages of the writing process

Competency 10.2: Understand how to use a word processor to assist with the writing process (using cut and paste, spell-checker, etc.)

Competency 10.3: Use Internet resources to assist in the writing process

Outcome 11: Understand documentation and plagiarism

Competency 11.1: Document sources correctly according to an accepted system of documentation

Competency 11.2: Distinguish between personal ideas and information from outside sources

Competency 11.3: Understand when and why documentation is necessary

Competency 11.4: Define and avoid plagiarism

Competency 11.5: Paraphrase and summarize information from sources

### **COURSE TOPICS AND CONTENT REQUIREMENTS:**

1. Analysis and response to a variety of texts

2. Peer response to student essays

3. Self-assessment

4. 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

5. Review of grammar, punctuation, and mechanics (at the instructor's discretion as determined by student needs)
6. Revision and editing strategies
7. Introduction to the concept of research
8. Use of word-processing software

### **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. Word-processing software
14. Internet resources
15. CD ROM and other software

### **INSTRUCTIONAL MATERIALS:**

Textbooks

Textbooks 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 the English, Mathematics, and Education Division.

Style Book

Coburn, Tara. Style Book. IVCC. Available online at <http://www.ivcc.edu/stylebook>

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

Computer Applications

- Word-processing software
- Web pages
- Online course management systems
- Other
- Handouts
- Online resources
- Audio/Video resources

### **STUDENT REQUIREMENTS AND METHODS OF EVALUATION:**

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 college policy and instructor policy.

In English Composition I, each student must submit essay-length writing assignments totalling from between 16 to 24 pages (double spaced), with an emphasis on expository and persuasive writing. This page total may include revisions. 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.

#### Evaluation

Evaluation of written work will follow standards on English faculty policies on format, grading, and plagiarism. Essays will be evaluated and revised in accordance with this syllabus, student needs as determined by the instructor, and the evaluation criteria for essays published in IVCC's Style Book.

**OTHER REFERENCES**

National Council of Teachers of English. College Composition and Communication.

---. College English.

---. Teaching English in the Two-Year College.

Form Revised: 10/26/10

# Course Competency/Assessment Methods Matrix

ENG 1001-English Composition I		Assessment Options																															
For each competency/outcome place an "X" below the method of assessment to be used.	Assessment of Student Learning	Article Review	Essays	Group Work	Lab Work	Oral Report	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Test	In Class Feedback	Conference	Interview	Written Report	Assignment	
	Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D							
Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.																																	
<b>Outcome 1: Read a variety of texts with understanding and appreciation</b>																																	
Competency 1.1: React to texts through verbal and written responses			X	X		X		X									X										X	X	X				X
Competency 1.2: Generate valid ideas from texts			X	X		X		X									X										X	X	X				X
Competency 1.3: Understand an author's meaning and purpose			X	X		X		X									X										X	X	X				X
Competency 1.4: Recognize how an author conveys meaning and develops ideas			X	X		X		X									X										X	X	X				X



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	Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D						
Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.																																
Competency 1.5: Recognize, appreciate, and discuss a variety of writing strategies			X	X		X		X									X										X	X	X			X
<b>Outcome 2: Understand invention as a part of the writing process</b>			X	X		X											X									X	X	X			X	
Competency 2.1: Analyze a body of facts or ideas related to a given subject			X	X		X											X									X	X	X			X	
Competency 2.2: Arrange a body of facts or ideas in a related order			X	X		X											X									X	X	X			X	
Competency 2.3: Determine a purpose for writing a text (to inform, to argue, etc.)			X	X		X											X									X	X	X			X	

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	Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D						
<p>Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.</p>																																	
<p>Competency 2.4: Choose a main idea or subject and narrow it to a topic</p>			X	X		X												X										X	X	X			X
<p>Competency 2.5: Identify an appropriate audience and audience expectations</p>			X	X		X												X										X	X	X			X
<p><b>Outcome 3: Organize and develop ideas effectively and logically in essays</b></p>																																	
<p>Competency 3.1: Formulate thesis statements that are appropriate for assignments</p>			X	X		X												X										X	X	X			X
<p>Competency 3.2: Adhere to a thesis statement throughout a essay</p>			X			X												X									X	X	X			X	

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	Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D								
Competency 3.3: Use topic sentences subordinate to a thesis statement			X			X											X											X	X	X				X
Competency 3.4: Write paragraphs unified by topic sentences			X			X											X											X	X	X				X
Competency 3.5: Write paragraphs developed with specific support and focused on one idea each			X			X											X											X	X	X				X
Competency 3.6: Demonstrate the ability to use transitional words, phrases, and sentences			X			X											X											X	X	X				X
Competency 3.7: Develop a logical progression of ideas through an essay			X			X											X										X	X	X				X	

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For each competency/outcome place an "X" below the method of assessment to be used.	Assessment of Student Learning	Article Review	Essays	Group Work	Lab Work	Oral Report	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Test	In Class Feedback	Conference	Interview	Written Report	Assignment	
	Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D							
<b>Outcome 4: Develop effective, logical, and well-supported arguments</b>																																	
Competency 4.1: Understand the difference between claims and facts			X	X		X		X									X										X	X	X				X
Competency 4.2: Understand the difference between supportable positions and opinion			X	X		X		X									X										X	X	X				X
Competency 4.3: Use specific details to support arguments			X	X		X		X									X										X	X	X				X
Competency 4.4: Use inductive and deductive reasoning in persuasive essays			X	X		X											X											X	X				X

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For each competency/outcome place an "X" below the method of assessment to be used.	Assessment of Student Learning	Article Review	Essays	Group Work	Lab Work	Oral Report	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Test	In Class Feedback	Conference	Interview	Written Report	Assignment	
	Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D						
Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.																																	
Competency 4.5: Recognize and avoid common logical fallacies			X	X		X		X									X											X	X	X			X
<b>Outcome 5: Understand and use a variety of rhetorical methods for developing ideas</b>																																	
Competency 5.1: Recognize rhetorical strategies (narration, exemplification, etc.)			X	X		X		X									X											X	X	X			X
Competency 5.2: Use a variety of rhetorical strategies to develop ideas in essays			X	X		X										X												X	X			X	

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	Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D							
Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.																																	
<b>Outcome 6: Maintain a consistent and appropriate viewpoint, tone, and voice</b>																																	
Competency 6.1: Use appropriate viewpoint, tone, and voice for specific audiences and purposes			X	X		X											X											X	X	X			X
Competency 6.2: Understand how word choice and sentence structure affect tone and voice			X	X		X											X										X	X	X				X
Competency 6.3: Recognize the conventions of formal writing			X	X		X	X										X										X	X	X				X

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<p>For each competency/outcome place an "X" below the method of assessment to be used.</p>	Assessment of Student Learning	Article Review	Essays	Group Work	Lab Work	Oral Report	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Test	In Class Feedback	Conference	Interview	Written Report	Assignment							
	Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D													
<p>Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.</p>																																							
<p>Competency 6.4: Understand the concept of "voice"</p>			X	X		X		X									X												X	X	X					X			
<p>Competency 6.5: Use a consistent and appropriate voice throughout a essay</p>			X	X		X											X																					X	
<p><b>Outcome 7: Strengthen essays through the revision process</b></p>																																							
<p>Competency 7.1: Recognize the difference between revising and editing</p>			X	X													X												X	X	X						X		
<p>Competency 7.2: Analyze the effectiveness of an essay's thesis, topic sentences, support and development of ideas, etc.</p>			X	X		X											X											X	X	X							X		







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	Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D						
<p>Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.</p>																																
<p>Competency 9.2: Identify and correct common grammar, punctuation, syntax, and word choice errors</p>			X	X				X									X										X	X	X			X
<p><b>Outcome 10: Use word-processing software and the Internet to assist in the writing process</b></p>																																
<p>Competency 10.1: Use a word processor through all stages of the writing process</p>			X	X														X											X	X		X
<p>Competency 10.2: Understand how to use a word processor to assist with the writing process (using cut and paste, spell-checker, etc.)</p>			X	X														X								X	X			X		

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	Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D																			
Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.																																														
Competency 10.3: Use Internet resources to assist in the writing process			X	X				X									X																X	X			X									
<b>Outcome 11: Understand documentation and plagiarism</b>																																														
Competency 11.1: Document sources correctly according to an accepted system of documentation			X	X				X									X																			X	X	X			X					
Competency 11.2: Distinguish between personal ideas and information from outside sources			X	X				X									X																						X	X	X			X		
Competency 11.3: Understand when and why documentation is necessary			X	X				X									X																								X	X	X			X

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	Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D							
Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.																																	
Competency 11.4: Define and avoid plagiarism			X	X				X									X										X	X	X				X
Competency 11.5: Paraphrase and summarize information from sources			X	X												X											X	X	X				X