ENG 111
College Composition I

COURSE OUTLINE

Prerequisites:

Successful completion of the writing portion of the COMPASS test and/or ENG 01, ENG 03, or 07 and/or grades above "C" in the last two years of high school English.

Course Description:

VCCS Course Description. Introduces students to critical thinking and the fundamentals of academic writing. Through the writing process, students refine topics: develop and support ideas; investigate, evaluate, and incorporate appropriate resources; edit for effective style and usage; and determine appropriate approaches for a variety of contexts, audiences, and purposes. Writing activities will include exposition and argumentation with at least one researched essay. Lecture 3 hours per week. 3 credits.

VWCC Course Description: As an introductory course in college composition, English 111 is designed to help students develop the skills they will need to write effective narrative, expository, and persuasive essays. The course will thus teach students how to choose appropriate topics for writing assignments, how to develop and organize their ideas, how to revise their writing to improve its effectiveness, and how to edit their prose to eliminate grammatical and mechanical errors. English 111 will also introduce students to library research strategies and to basic principles of documentation.

Semester Credits: 3 Lecture Hours: 3

ENG 111
College Composition I

Course Outcomes:

At the completion of this course, the student should be able to:

- Organize and develop their ideas coherently.
- Demonstrate a working knowledge of how subject, audience, and purpose influence content, structure, and style.
- Make their prose conform to conventions of usage, punctuation, and sentence structure.
- Demonstrate documentation skills as follows:
  - Know the difference between personal knowledge, common knowledge, and sources needing attribution.
  - Develop their own arguments and use secondary sources sparingly as support, not allowing those sources to dominate the paper.
  - Be familiar with the types of information in the VWCC library and the most common ways to locate, use and document these sources (including electronic sources).
  - Recognize and avoid plagiarism in its various forms.
  - Create MLA-style internal parenthetical documentation and correlate such references with a correct Works Cited sheet.
  - Avoid plagiarism in paraphrasing sources, create accurate paraphrases, and attribute paraphrased information correctly.
  - Avoid the most common errors of quotation use: misquoting, dumped quotes, inaccurate punctuation of quotes, and inaccurate attribution.
  - Create accurate MLA bibliographic entries (including those for books, periodical articles, reference articles, and the most reliable electronic sources).

ENG 111
College Composition I

Required Materials:

1. Internet access
2. Blackboard
3. Textbook, optional per instructor

Textbook:

1. Kirszner, Mandell. *Patterns for College Writing-Brief* 13th ed, custom bundle including Hacker, Sommers. *A Pocket Style Manual* 7th ed. -Macmillan publishing: ISBN 978-1-319-09690-8
2. Purchased alone-Hacker, Sommer. *A Pocket Style Manual* 7th ed. -Macmillan: ISBN 978-1-319-09706-6

The following supplementary materials are available: None

ENG 111
College Composition I

Topical Description:

- Introduction to critical thinking and the fundamentals of academic writing
- Writing process in general
- Techniques for brainstorming, drafting, revising, editing, and proofreading
- Specific patterns of organizing expository essays
- Fundamentals of academic writing
- Determining appropriate approaches for a variety of contexts, audiences, and purposes
- Analytical skills in listening, speaking, reading, and writing
- Research skills
- Skills in quoting, paraphrasing, summarizing
- MLA documentation
- Standard usage and correct grammar and punctuation

ENG 111
College Composition I

Notes to Instructors

Writing activities will include exposition and argumentation with at least one researched essay. During the semester, students will submit for evaluation a minimum of five major writing assignments. At least three of these assignments will be formal essays, totaling 3,000-3,500 words; at least one, a documented paper requiring limited research. The fifth assignment may take the form of an additional essay, a mid-term exam, a personal journal, a sequence of in-class writings, a set of reader-response papers, or a series of revisions. In addition, students must complete a library research worksheet and a final examination.

The length and nature of the required formal essays may vary from section to section; however, all papers will be rhetorical in aim, challenging students to develop an understanding of the features of effective narrative, expository, and persuasive prose. Because the course attempts to acquaint students with diverse types of writing, these papers should vary not only in pattern of development but also in purpose, subject, and level of expression. Like the course itself, then, the required essays will reflect a progression from expressive to argumentative writing, from autobiographical to analytical topics, from less demanding to more complex forms of discourse.

If requested, students must return all graded writing assignments to their English instructors at the end of the semester. Further, students must turn in <u>all</u> assigned papers to meet the requirements of the course. Failure to do so may result in automatically failing the class, depending on the nature of the missing assignment and the policies of individual instructors.

When evaluating essays, instructors will consider content, organization, and correct grammatical expression.