Virginia Western Community College
ENG 111
College Composition I

Prerequisites

A placement recommendation for ENG 111, ENG 111/EDE11, or successful completion of EDE 10.

Course Description

Introduces and prepares students to the critical processes and fundamentals of writing in academic and professional contexts. Teaches the use of print and digital technologies to promote inquiry. Requires the production of a variety of academic texts, totaling at least 4500 words (15 pages typed) of polished writing. This course requires proficiency in using word processing and learning management software.

Goal of Course: ENG 111 prepares students to write in academic and professional contexts. Students will apply the writing process to generate ideas, organize their thoughts, draft texts in various genres and modes (e.g. digital and print), and revise, proofread, and edit to improve writing. Students will produce texts that reflect critical thinking and knowledge of active reading and rhetorical situations. Students will develop information literacy, learning to use traditional and digital technologies to conduct introductory research. Students will produce multiple texts, totaling at least 4500 words (15 pages typed).

Semeste**r Credits: 3**

Lecture Hours: 3

Virginia Western Community College 3082 Colonial Ave SW School of Liberal Arts and Social Sciences Roanoke, VA 24015 (540) 857-7271

ENG 111 **Revised: Fall 2021**

Required Materials

1. Internet access
2. Canvas

Texbook:
Let's Get Writing-- online textbook
VCU Writes Citation guide or comparable open educational resource as chosen by instructor.
Additional Open Educational Resources

Other Required Materials:
None

Course Outcomes

GOAL ONE—Writing Processes Writers use multiple composing processes to conceptualize, develop, and finalize projects. Composing processes are seldom linear and are also flexible. Successful writers can adapt their composing processes to different genres, contexts, and occasions.	By the end of the course, students will demonstrate the ability to use a recursive writing process to create a variety of academic texts, including at least one essay that incorporates and correctly documents outside sources, producing a total of at least 4500 words (approximately 15 pages) of polished, graded writing. • Use prewriting strategies to plan assignments (e.g., selecting/refining topics, brainstorming, organizing ideas). • Create multiple drafts of an assignment, and revise according to feedback from peers and others to improve development, organization, documentation, and clarity of writing. • Reflect on assignments and writing processes. • Incorporate appropriate, college-level vocabulary in writing. • Edit writing with consideration to surface features, including syntax, usage, punctuation, and spelling appropriate to the rhetorical situation.
GOAL TWO— Rhetorical Knowledge Rhetorical knowledge is the ability to analyze writing, reading, and speaking occasions and then make strategic choices to negotiate the rhetorical situation. Rhetorical knowledge includes the ability to demonstrate	By the end of the course, students will demonstrate a clear understanding of rhetorical concepts. • Use key rhetorical concepts to discuss writing, reading and speaking occasions. • Analyze the purpose, audience, and context of a wide variety of texts. • Make and discuss composing choices appropriate to purpose, audience, and context. • Demonstrate understanding of and use a variety of genres and media to address a range of audiences.

command of purpose, audience, and context.	• Adapt voice, tone, and level of formality to a variety of rhetorical situations.
GOAL THREE— Active Reading and Critical Thinking Active reading is the process of engaging texts to identify main ideas and supporting evidence, to discern surface-level meaning, and to make logical inferences. Critical thinking refers to the ability to investigate ideas and solve problems through analyzing, interpreting and evaluating information, situations, and texts.	By the end of the course, students will demonstrate the ability to use active reading strategies and think critically about course materials and concepts. • Read and comprehend a variety of non-fiction, college-level texts in a variety of genres using active reading processes, including annotation, summary, reflection, response, and evaluation. • Distinguish main ideas from supporting details, evaluate claims and evidence, make inferences, and interpret texts. • Demonstrate understanding of vocabulary in texts they read. • Discuss course texts and use reading as a form of inquiry. • Integrate information from course texts and their own ideas into their writing.
GOAL FOUR—Inquiry and Information Literacy in a Digital Age Inquiry and information literacy refers to asking questions, developing an understanding of documentation, composing texts grounded in evidence, using a variety of print and digital resources, and producing print and/or digital texts.	By the end of the course, students will demonstrate their ability to use digital and print technologies to produce, evaluate, document, and submit texts. • Use word processing software to compose and edit texts. • Evaluate the relevance and trustworthiness of digital sources. • Demonstrate understanding of the concepts of intellectual property (such as fair use and copyright) that motivate documentation conventions. • Find information using library databases and/or informal digital networks and distinguish between scholarly and popular sources. • Select and incorporate information from digital and print sources into writing relevant to genre, audience, and purpose.
GOAL FIVE—Knowledge of Discourse Conventions Conventions are the formal rules and informal guidelines that define genres; they govern such things as mechanics, usage, spelling, and citation practices. College-level writing often demands adherence to conventions of academic discourse communities. These communities shape readers' and writers' perceptions of correctness or appropriateness.	By the end of the course, students will be able to discuss and implement conventions of academic discourse, demonstrate knowledge of various genres and audiences, and use documentation formats. • Demonstrate understanding that conventions differ across communities, disciplines, and genres. • Use Edited American English in texts they compose. • Demonstrate contextually appropriate usage and linguistic structures (e.g. syntax, mechanics) in texts they compose. • Use conventions of format, structure, style, design, and documentation, appropriate to the text's rhetorical situation. • Apply documentation and style conventions systematically in their own work using instructor-specified formats (e.g. MLA, APA)

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Topical Description

1	Active reading of a variety of non-fiction college level texts.
2	The stages of the writing process and techniques for applying those stages in writing.
3	IInquiry through discussion and analysis of written texts.
4	Rhetorical concepts and terms as they are used in writing to different audiences and in different situations.
5	Analyzing rhetorical situation to determine most appropriate writing conventions.
6	Intellectual property and appropriate credit through citation conventions.
7	Use of library databases to find information.
8	Evaluation of digital and print sources to determine relevance for genre, audience, and purpose.
9	Concepts of integrating borrowed information into writing.
10	Conventions of academic discourse, including format, structure, style, design and documentation..
11	College level conventions of syntax, mechanics, and word choice.