



COURSE OUTLINE

Course Number
ENG 101

Course Title
English Composition I

Credits
3.0

Hours:
Lecture/Lab/Other
3 lecture

Co- or Pre-requisite
Grade of C or better in ENG 024,
or Multiple-Measures placement

Implementation
Semester & Year
Spring 2022

Catalog description: College-level composition course designed to assist students in writing 750- to 1,500-word essays on topics in various academic disciplines. Focuses on development and support of ideas, essay structure, critical thinking, analysis of readings, and other aspects of writing. Students are introduced to research techniques and documentation.

General Education Category:

Goal 1. Written and Oral Communication in English.

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Required texts & Other materials:

Sections of English 101 use one of these anthologies:

- Barrios, Barclay. *Emerging: Contemporary Readings for Writers*, 5th edition, Bedford/St. Martins, 2022.
- Green, Stuart and April Lidinsky, editors. *From Inquiry to Academic Writing: A Text and Reader*. 5th ed., Bedford/St. Martin's, 2021.

Optional Texts (one or more of the following required for online sections):

- Bullock, Richard and Francine Weinberg. *The Little Seagull Handbook*. 4rd ed. W. W. Norton, 2021.
- Graff, Gerald, Cathy Birkenstein, and Russel Durst. *They Say / I Say: Moves that Matter in Academic Writing*. 5th ed. W. W. Norton, 2022.
- Hacker, Diana and Nancy Sommers. *A Pocket Style Manual*, 9th edition, Bedford/St. Martins, 2021.

Course Student Learning Outcomes (SLO):

Upon successful completion of this course the student will be able to:

1. **Engaged Reading.** Demonstrate accurate understanding of the main points and content of source material (Supports ILG 1, 8, 9, 10, 11; LA Program Goal 1, 2, 3).
2. **Support.** Support central claim by explaining and developing relationships between multiple texts (Supports ILG 1, 4, 8, 10, 11; LA Program Goal 1,2,3).
3. **Central Claim.** Advance a coherent central claim that addresses the assignment question. Students will not simply repeat what they have read (Supports ILG 1, 10, 11; LA Program Goal 1, 2, 3).

4. **Revision.** Revise essay drafts to discover and/or emphasize a primary, original idea (Supports ILG 1, 4, 10, 11; LA Program Goal 1, 2, 3).
5. **Logic and Clarity.** Use paragraph structure and transitional language to organize an essay around a discernible idea. Write coherent, readable prose (Supports ILG 1, 10, 11; LA Program Goal 1, 2, 3).
6. **Citation and Formatting.** Give complete attribution for all sources used in developing essays built upon the words and ideas of others (Supports ILG 1, 4, 10, 11; LA Program Goal 1, 2, 4).

Course-specific Institutional Learning Goals (ILG):

- **Institutional Learning Goal 1. Written and Oral Communication in English.** Students will communicate effectively in both speech and writing.
- **Institutional Learning Goal 4. Technology.** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
- **Institutional Learning Goal 8. Diversity and Global Perspective:** Students will understand the importance of a global perspective and culturally diverse peoples.
- **Institutional Learning Goal 9. Ethical Reasoning and Action.** Students will understand ethical frameworks, issues, and situations.
- **Institutional Learning Goal 10. Information Literacy:** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.
- **Institutional Learning Goal 11. Critical Thinking:** Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Program Learning Outcomes for Liberal Arts (PLO)

1. **Concept Knowledge.** Understand the vocabulary, methods, and major concepts presented in the humanities, the social sciences, and the natural sciences.
2. **Communication.** Articulate complex ideas clearly and effectively, both verbally and in writing.
3. **Critical Thinking.** Perform a series of thinking tasks including speculation, analysis, and synthesis (i.e., abstract reasoning).
4. **Research Methods.** Utilize research materials and methodologies.
5. **World Language Skills.** Speak, write, read, and comprehend a world language commensurate with the level of study.

Units of study in detail – Unit Student Learning Outcomes:

Note: All units are thematic rather than sequential; instructors will work on these concepts throughout the course as they overlap and flow together. Each unit ends at the end of the semester.

Unit I Engaged Reading. Demonstrate accurate understanding of the main points, content and context of source material (Supports SLO 1). [Method of assessment: discussion, preparatory assignments, essay]

Learning Objectives

The student will be able to...

- develop an awareness of one's own thinking while reading texts;
- utilize techniques of critical reading such as annotation, note-taking, and responsive freewriting;
- identify key passages and words in written works;
- notice voice markers and phrases signaling when a new voice enters the reading
- discern the difference between a concept a writer is describing, a concept the writer is countering, and a concept the writer is advancing;
- distinguish between one's own perspective and the author's point;
- interpret, analyze, and evaluate an author's argument;
- recognize intent, attitude, tone, and bias;
- represent writers' ideas with integrity;
- articulate relationships between ideas in multiple texts;
- build multidisciplinary knowledge and explore culturally diverse perspectives; and
- consider the impact of ideas/theories/concepts in people's lives;

Unit II Support. Support central claim by explaining and developing relationships between multiple texts. (Supports SLO 2) [Method of assessment: discussion, essay]

Learning Objectives

The student will be able to...

- introduce, explain, and cite, in MLA format, relevant textual evidence;
- explain relationships among multiple texts and how each relates to the essay's claim;
- contextualize evidence from various sources;
- respond to sources with original ideas (evaluation, application, synthesis) that move beyond summary and class discussion;
- use techniques such as signal phrases to identify sources;
- build multidisciplinary knowledge and explore culturally diverse perspectives; and
- synthesize the ideas of more than one author.

Unit III Central Claim. Advance a coherent central claim that addresses the assignment question. Students will not simply repeat what they have read. (Supports SLO 3) [Method of assessment: essay]

Learning Objectives

The student will be able to...

- create a thesis that responds to the essay prompt;
- develop supporting paragraphs that contribute to the central claim; and
- respond to assigned readings to develop original ideas that culminate in a central claim.

Unit IV Revision. Revise essay drafts to discover and/or emphasize a primary, original idea. (Supports SLO 4) [Method of assessment: essay]

Learning Objectives

The student will be able to...

- produce a first draft that responds to a given assignment;
- develop the most important idea(s) further by clarifying, expanding, supporting connecting or deleting thoughts;
- select best ideas for further development; and
- produce a final draft that shows greater depth and growth from earlier drafts.

Unit V Logic and Clarity. Use paragraph structure and transitional language to organize an essay around a discernible idea. Write coherent, readable prose. (Supports SLO 5) [Method of assessment: essay]

Learning Objectives

The student will be able to...

- show logical progression of thought from sentence to sentence and paragraph to paragraph;
- identify and correct patterns of error and thereby eliminate patterns of error that impede reader's understanding of essay; and
- choose appropriate tone for purpose and audience.

Unit VI. Citation and Formatting. Give complete attribution for all sources used in developing essays built upon the words and ideas of others. (Supports SLO 6) [Method of assessment: essay]

Learning Objectives

The student will be able to...

- draft essays that account for sources using in-text as well as work cited citations;
- use techniques such as signal phrases to identify sources;
- utilize MLA document standards in all written work;
- describe the differences between MLA and other citation standards (i.e., APA and Chicago);
- construct citations for a variety of informational materials – which may include, but not limited to books, short works from anthologies/collections, periodicals, as well as non-print electronic sources; and
- understand what kinds of borrowing constitute as plagiarism.

Evaluation of student learning:

Students are expected to complete drafts and revisions of at least four essays. One assignment during the semester will involve library research.