COURSE OUTLINE

Course Number: English 101  
Course Title: Composition I  
Credits: 3  
Hours: 3 lecture  
Co- or Pre-requisite: Grade of C or better in ENG024, or Multiple-Measures placement  
Implementation: Fall 2020

Catalog description (as it appears in 2019-2020 edition): 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.

Is course New, Revised, or Modified? Revised

Required texts/other materials:
Sections of English 101 use one of these anthologies:

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

Revision date: Spring 2020  
Course coordinator: Jack Tabor, x 3838, taborj@mccc.edu

Information resources: (Describe the primary information resources that support the course, including books, videos, journals, electronic databases, websites, etc. To request new materials for your course, use the library request form at www.mccc.edu/student_library_course_form.shtml)

Access to general library online databases is necessary. Instructors are encouraged to schedule a library information session with a librarian to introduce students to basic database searching and other library resources. Instructors should work with the library staff to meet ENG101 research needs – especially for the final essay. Online library resources are embedded in all course Blackboard shells.

Other learning resources: Tutoring is available in the Writing Center as well as Learning Center. Students with an accommodations form granting extra time may request completing timed assignments in the Testing Center.
**Course Competencies/Student Learning Outcomes**

The student will be able to demonstrate knowledge of these concepts by being able to perform these tasks:

1. **Engaged Reading.** Demonstrate accurate understanding of the main points and content of source material (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 (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 (ILG 1, 10, 11; LA Program Goal 1, 2, 3).
4. **Revision.** Revise essay drafts in order to discover and/or emphasize a primary, original idea (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 (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 (ILG 1, 4, 10, 11; LA Program Goal 1, 2, 4).

**Course-specific Institutional Learning Goals (ILGs)/General Education Goals.**

- **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.

**Liberal Arts Program Goals**

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.
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 (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. (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. (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 in order to discover and/or emphasize a primary, original idea. (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. (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. (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.

**English Department Academic Integrity Policy**
Students will understand and support each individual's right to learn in an atmosphere of honesty and fairness at Mercer County Community College. As a trustworthy, fair, and ethical members of the Mercer community, students also recognize that the responsibility for maintaining these values in our community rests with each individual member. Therefore, by taking this course, students agree to uphold and abide by the College's Academic Integrity Policy and accept the consequences of that policy. For more information regarding the Academic Integrity Policy, please refer to pages 59-62 of the *MCCC Student Handbook*. Violations of academic integrity will be reported to the Academic Integrity Committee and will incur penalties detailed in the course syllabus.

**Academic Integrity Statement:**
Mercer County Community College is committed to Academic Integrity -- the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work, and that faculty and Academic Student Resources staff members will take reasonable precautions to prevent the opportunity for academic dishonesty. The full College academic integrity policy – which includes information on violations and consequences as well as the appeals process – may be reviewed per the following URL:

[http://www.mccc.edu/academic_policies_integrity](http://www.mccc.edu/academic_policies_integrity)