English Composition I

Course Information

Course Number   ENG 101
Credits   3
Revised   Fall 2008

ENG101 - English Composition I   3 credits
Prerequisite: placement test or ENG024 and/or ENG034 with a minimum grade of C
College-level composition course designed to aid students write 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.

Prerequisites
Grade of C or better in ENG 024, or placement by exam.

Textbooks

Knight, Laura. *And Your Point...?*. Houghton Mifflin. 2006. **Edition:** Second.

Comley, Hamilton et. al. . *Fields of Reading*.

Jacobus. *World of Ideas*.

Instructors may choose from these texts. .

Core Abilities
A.   Communicate effectively in speech and writing, and demonstrate proficiency in reading.
B.   Use critical thinking and problem solving skills in analyzing information.
C.   Recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.
D.   Use computers to access, analyze or present information, solve problems, and communicate with others.

General Education Outcomes
A.   Goal 1. Communication. Students will communicate effectively in both speech and writing.
B.   Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
C.   Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.
D.   Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

Competencies

1. Present an idea that, while fostering the project of a reading's author, is distinct from the argument in the reading.

   Linked Core Abilities

   Communicate effectively in speech and writing, and demonstrate proficiency in reading.

   General Education Outcomes

   Goal 1. Communication. Students will communicate effectively in both speech and writing.

   Learning Objectives

   a. Express main ideas of readings using quotation, summary and paraphrase.

   b. Evaluate or critique main ideas.

   c. Develop original ideas in response to readings.

   d. Support original ideas with analysis of readings and examples from life experience.

2. Relate ideas from more than one source in a formal essay.

   Linked Core Abilities

   Use critical thinking and problem solving skills in analyzing information.

   General Education Outcomes

   Goal 1. Communication. Students will communicate effectively in both speech and writing.

   Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

   Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

   Learning Objectives

   a. Identify ideas/concepts/issues that relate to more than one source.

   b. Write about all sources and how each discusses or relates to the given idea/concept/issue.

   c. Write about the similarities or differences between sources' relationships to the idea/concept/issue.

   d. Develop an understanding of the significance of the similarities and differences.

3. Revise essay drafts in order to discover and/or emphasize a primary, original idea.

   Linked Core Abilities

   Communicate effectively in speech and writing, and demonstrate proficiency in reading.

   General Education Outcomes

   Goal 1. Communication. Students will communicate effectively in both speech and writing.

   Learning Objectives

   a. Produce a first draft that begins a response to a given assignment.

   b. Identify which ideas in a draft are original by rereading the draft.

   c. Select best ideas for further development.

   d. Develop the most important idea(s) further by clarifying, expanding, supporting, connecting or deleting thoughts.

4. Write a conclusion, introduction, and thesis statement to demonstrate an exploration of the argument and ideas at work in one or more readings

   Linked Core Abilities

   Communicate effectively in speech and writing, and demonstrate proficiency in reading.

   General Education Outcomes

Goal 1. Communication. Students will communicate effectively in both speech and writing.

Learning Objectives

a. Review all the strands of thinking in an essay and express the most central idea. (conclusion)

b. Explain the background and relevance of your central idea/issue/concept to develop reader's interest. (introduction)

c. Develop 1-2 sentences that express an original thesis idea that the essay will need to support.

5. Use paragraph structure and transitional language to organize an essay around a discernible idea. Write essays that demonstrate coherence in a competent, readable style.

Linked Core Abilities

Communicate effectively in speech and writing, and demonstrate proficiency in reading.

General Education Outcomes

Goal 1. Communication. Students will communicate effectively in both speech and writing.

Learning Objectives

a. Examine essay draft for gaps or disconnects between the original thesis idea and discussion in body paragraphs.

b. Connect ideas in body paragraphs to central ideas/concepts/issues.

c. Assess how sections of the draft develop the writer's central idea or concern.

d. Assess whether ideas in essay have sufficient support and add if needed.

e. Revise essay drafts to improve support of an original thesis and/or to enhance coherence.

6. Proofread formal essays to enhance usage of standard American English.

Linked Core Abilities

Communicate effectively in speech and writing, and demonstrate proficiency in reading.

General Education Outcomes

Goal 1. Communication. Students will communicate effectively in both speech and writing.

Learning Objectives

a. Emphasize approximately 3 problem areas for proofreading. Examples: spelling, grammar, sentence punctuation, tone, formality.

b. Identify punctuation errors, grammatical and usage errors by reading essay aloud and making notes for changes.

7. While shaping and organizing a fresh approach, students will use research in periodicals, books and other authoriative sources to expand understanding of writing topics. Students will not simply repeat what they have read.

Linked Core Abilities

Recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

General Education Outcomes

Goal 1. Communication. Students will communicate effectively in both speech and writing.

Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Learning Objectives

a. Select relevant sources.

b. Read relevant sources.

c. Respond to sources with ideas (evaluation, application, synthesis).

d. Relate research sources to assigned readings in class discussion, informal writing or formal essays.

8.   Demonstrate content mastery.
      Linked Core Abilities
      Communicate effectively in speech and writing, and demonstrate proficiency in reading.
      General Education Outcomes
      Goal 1. Communication. Students will communicate effectively in both speech and writing.

Guidelines for Success

Academic Integrity policy

Mercer County Community College faculty supoort and enforce our Academic Integrity Policy. An excerpt of the policy is below; the complete policy is ion the Student Handbook, available at www.mccc.edu.

A student will be guilty of violating ACADEMIC INTEGRITY if he/she (a) knowingly represents work of others as his/her own, (b) uses or obtains unauthorized assistance in the execution of any academic work,
or (c) gives fraudulent assistance to another student.

The college recognizes the following general categories of violations of Academic Integrity, with representative
examples of each. Academic Integrity is violated whenever a student:

1. Uses or obtains unauthorized assistance in any academic work.
o copying from another student's exam.
o using notes, books, electronic devices or other aids of any kind during an exam when prohibited.
o stealing an exam or possessing a stolen copy of an exam.
2. Gives fraudulent assistance to another student.
o completing a graded academic activity or taking an exam for someone else.
o giving answers to or sharing answers with another student before, during or after an exam or other graded academic activity.
o sharing answers during an exam by using a system of signals.
3. Knowingly represents the work of others as his/her own, or represents previously completed academic work as current.
o submitting a paper or other academic work for credit which includes words, ideas, data or creative work of others without acknowledging the source.
o using another author's words without enclosing them in quotation marks, without paraphrasing them or without citing the source appropriately.
o presenting another individual's work as one's own.
o submitting the same paper or academic assignment to another class without the permission of the instructor.
4. Fabricates data in support of an academic assignment.
o falsifying bibliographic entries.
o submitting any academic assignment which contains falsified or fabricated data or results.
5. Inappropriately or unethically uses technological means to gain academic advantage.
o inappropriate or unethically acquiring material via the Internet or by any other means.
o using any electronic or hidden devices for communication during an exam.
Each instructor and academic support service area is authorized to establish specific guidelines consistent
with this policy.

Writing Assignments and final exam

Students are expected to complete drafts and revisions of at least five essays. One of these essays should include library research.

Students will also complete a department-administered final exam.

Resources for Students and Instructors
All textbooks are available on library reserve.

Tutors are available in the Learning Center for all students.

Instructors should work with the library staff to provide students with a library orientation.