I.   CATALOG DESCRIPTION

Course Number:	ENGL1010
Course Title:	English Composition I
Prerequisite:	Appropriate placement score OR 0960 with portfolio approval OR grade of "C" or higher in ENGL0985 or ENGL0999.
Catalog Description:	English Composition I offers instructional practice in the techniques of effective writing. The process of planning, writing, revising, and editing essays for particular audiences and purposes, and research-related skills are also emphasized.
Credit Hours:	3.0
Class Hours:	45
Lab Hours:	0
Total Contact Hours:	45

II.   COURSE OBJECTIVES: *Course will:*

A.   Provide practice in writing clear, coherent, effective essays for multiple purposes and audiences according to commonly accepted standards of usage and mechanics.

B.   Give students practice in active reading skills.

C.   Facilitate the development of ideas and clear insights to provoke critical and creative thinking.

D.   Offer students opportunities to develop and refine writing skills through peer feedback and self-revision.

E.   Provide students opportunities to analyze and evaluate writing in order to identify and employ rhetorical strategies.

F.   Introduce the use of research skills to responsibly evaluate and ethically incorporate information using a standard citation method.

G.   Introduce strategies for collection and evaluation of information from a variety of sources, to include the use of institutional databases and library resources.

III.   STUDENT LEARNING OUTCOMES AND GENERAL EDUCATION LEARNING OUTCOMES

A.   Student Learning Outcomes**:** *Student will be able to:*

1.   Apply principles of the writing process.
2.   Employ active reading habits, including textual annotation and summarizing.
3.   Construct effective thesis statements.
4.   Write unified and well-supported essays with coherent paragraphs.
5.   Adapt writing to engage different audiences.
6.   Implement context-appropriate rhetorical methods.
7.   Evaluate student, peer, and professional writing.
8.   Revise essays for content, structure, tone, voice, and diction.
9.   Edit the draft carefully to eliminate errors in grammar, usage, and mechanics.
10.   Evaluate source relevance and credibility.
11.   Utilize a recognized formatting and citation style to ethically incorporate source material.
12.   Demonstrate digital literacy in collecting source material.
13.   Respond to a variety of texts in an academic manner.
14.   Synthesize effective and ethical research notes from source material.

B.   General Education Learning Outcomes

1.   GELO #2: Written Communication
Outcome: Comprehend, analyze, and evaluate a given text.

Outcome: Develop a focused thesis statement and write with a clear purpose, using relevant examples, claims, and evidence.
Outcome: Identify and evaluate evidence from a variety of printed, visual, and electronic sources.
Outcome: Use content and style appropriate to a given audience.
Outcome: Read and write in mechanically-sound, college-level English.

IV.   CONTENT/TOPICAL OUTLINE (*course outline may provide more detailed information*)
- **A**.   Audience
  - **1**.   Develop an awareness of the audience.
  - **2**.   Tailor writing to a specific audience.
- **B**.   Genre conventions
  - **1**.   Distinguish among various purposes of writing.
  - **2**.   Recognize genre conventions.
  - **3**.   Employ genre conventions.
- **C**.   Focus
  - **1**.   Discuss student, peer, and professional essays.
  - **2**.   Identify topics.
  - **3**.   Construct thesis statements.
  - **4**.   Narrow topic to a scope appropriate to assignment.
- **D**.   Invention
  - **1**.   Employ prewriting strategies.
- **E**.   Organization
  - **1**.   Recognize organizational patterns.
  - **2**.   Select appropriate organizational patterns for essays.
- **F**.   Essays
  - **1**.   Create effective introductions.
  - **2**.   Compose unified supporting paragraphs.
  - **3**.   Select details to clearly and logically support thesis.
  - **4**.   Craft effective conclusions.
- **G**.   Revision and Editing
  - **1**.   Revise for audience and purpose.
  - **2**.   Assess alternative methods of ordering information.
  - **3**.   Evaluate effectiveness of transitions.
  - **4**.   Add or eliminate information based on relevance to thesis.
  - **5**.   Edit writing to meet common acceptable standards of grammar, usage, and mechanics.
- **H**.   Research
  - **1**.   Use primary and secondary research sources, including institutional databases.
  - **2**.   Evaluate sources for credibility and relevance to topic and purpose.
  - **3**.   Synthesize and integrate source material.
  - **4**.   Use a standard, recognized style for formatting and documenting sources.
  - **5**   Recognize and avoid plagiarism.

V.   INSTRUCTIONAL MATERIALS
- **A**.   Required texts:
  - **1**.   Southeast Community College Ebook, in Custom Digital Bundle with the Norton Field Guide to Writing, with Readings and Handbook. ISBN: 978-1-324-02498-9.
    - **a**.   Each instructor decides if they want to require or make optional this text (the print upgrade):
Inclusive Access: The Norton Field Guide to Writing, 6e w/ Readings and Handbook 3hp Upgrade. ISBN: 978-1-324-02807-9.

B. Other resources:
   1. Supplemental readings as determined by instructor

VI. METHODS OF PRESENTATION/INSTRUCTION
A. Methods of presentation and delivery format are determined by the instructor. They traditionally include some combination of the following:
   1. Technology enhanced lecture
   2. Classroom discussion
   3. Interactive group activities
   4. Audio visual materials
   5. Online instruction

VII. METHODS OF EVALUATION
A. Methods of evaluation typically include a combination of the following:
   1. Minimum of three sustained, finished writing projects: equivalent of 20 polished pages (6,000 words) including a number of shorter writing assignments leading (directly or indirectly) to the finished, formal pieces. One of the projects must include an introduction to effective and ethical research, the responsible incorporation of source material, and the use of a recognized citation method to document a minimum of three sources used in the paper. *60-70% of course grade.*
   2. A weekly journal/collection of informal writing to include guided opportunities to reflect on the development of their own writing and learning; misc. preparation, homework. *10-15% of course grade.*
   3. Summary and response writing/activity to published texts using rhetorical concepts and strategies that place the students' opinions and stance in relation to the author's/authors'. *10-15% of course grade.*
   4. Miscellaneous in-class work, to include opportunities for idea generation, in-class journals, quizzes, peer response, and written reflection. *5-15% of course grade.*
   5. 1010 Summary Response Assessment. *Mandatory 5% of course grade.*
B. Students will receive a course outline/syllabus indicating the instructor's specific attendance policy, course requirements, and grading criteria.
C. SCC GRADING SCALE

A+	95-100	C+	75-79	F	59 or less
A	90-94	C	70-74		
B+	85-89	D+	65-69		
B	80-84	D	60-64		

VIII. SPECIFIC COURSE REQUIREMENTS
A. General Requirements
   1. In order to receive a passing grade for ENGL1010, students must complete sufficient work assigned by their instructors to earn a course grade of "C" or better.
   2. To ensure that this objective is met, a minimum grade of "C" in ENGL1010 is required to qualify for transfer.
B. Other requirements as determined by instructor/college.